

DOCUMENT RESUME

ED 300 560

CE 051 160

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TITLE Effectiveness of the Parenthood Education Semester Course in Secondary Schools in Louisiana. Vocational Education Research.
INSTITUTION Northwestern State Univ., Natchitoches, La.
SPONS AGENCY Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE May 88
NOTE 150p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS High Schools; Home Economics; *Outcomes of Education; *Parenthood Education; Pretests Posttests; *Program Effectiveness; Program Evaluation; Research Problems; State Curriculum Guides; *Student Attitudes
IDENTIFIERS *Louisiana

ABSTRACT

A research project was conducted to determine the effects of the Parenthood Education semester course on Louisiana students' knowledge of parenting and child development and their attitudes toward children and parenting. Data were collected from 563 high school students in 16 randomly selected schools through their home economics teachers, using pretests and posttests. One-way and two-way analyses of variance of data from the posttest pointed to a marked lack of significant results. The only dependent variable that showed significance was "knowledge of discipline techniques." However, there were significant differences between groups based on race, religion, geographic region, and school size for "knowledge of child development," "knowledge of discipline techniques," and "attitude variables." The study concluded that treatment effects seem to be masked by other factors. Recommendations were made for inservice training of teachers who teach the parenthood education course and for further research using a larger sample. (KC)

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Effectiveness of the Parenthood Education Semester Course in Secondary Schools in Louisiana



NORTHWESTERN STATE
UNIVERSITY

1988

LOUISIANA DEPARTMENT OF EDUCATION

WILMER S. CODY, Ed.D.
State Superintendent

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PROJECT TITLE

Effectiveness of the Parenthood Education Semester Course
in Secondary Schools in Louisiana

PROJECT DIRECTORS

Dr. Sally N. Hunt

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Funded by
The State of Louisiana
Department of Education
Office of Vocational Education

Northwestern State University of Louisiana

May, 1988

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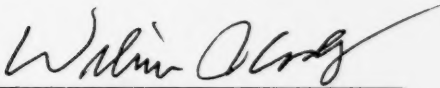
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FOREWORD

This research report, Effectiveness of the Parenthood Education Semester Course in Secondary Schools in Louisiana, was produced as a result of a project funded by the Louisiana State Department of Education to Northwestern State University of Louisiana. The data reported herein were collected from 563 high school students in 16 schools in Louisiana through the efforts of their home economics teachers.

The project was conducted to determine the effects of the Parenthood Education Semester Course on the students' knowledge of parenting and child development and their attitudes toward children and parenting. We believe that this project will make a major contribution to the improvement of instruction in home economics programs in Louisiana.



Wilmer S. Cody
State Superintendent of Education

ACKNOWLEDGEMENTS

This publication represents the cooperative efforts of personnel in the Home Economics Department, Northwestern State University, and the Office of Vocational Education, Louisiana State Department of Education. Special recognition goes to Dr. Sally Hunt who served as Project Director and to Dr. Mary Beth Mann who served as Project Co-Director. Another highly significant contributor to the project was the statistical consultant, Dr. Neelam Kher-Durlabjhi.

Special commendation goes to the home economics teachers who served as consultants in the development of the Parenthood Education Questionnaire: Mollie Abadie, New Iberia Senior High School; Jan Bostic, Monterey High School; Kay Moore, Thibodeaux High School; Carol Remy, Spearsville High School; and Marilyn Scarborough, Hall Summit High School.

Also, sincere appreciation is extended to the students and home economics teachers who participated in this project, and to Dr. Florent Hardy, Jr., project editor.

Don R. Wood
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Interim Assistant Superintendent
VOCATIONAL EDUCATION

Introduction

The increasing number of adolescent pregnancies over the past few years in the U. S. have caused national alarm. Administrators, educators, and parents are concerned about preventing adolescent pregnancies as well as helping adolescents cope with the problems of early parenthood. In the State of Louisiana, more than 16 percent of all births are to adolescent mothers (Louisiana State Department of Education, 1987). Although adolescent pregnancy has been a problem in Louisiana for many years, the social and economic impact on the state is causing educators and legislators alike to seek solutions to this problem.

Federal legislation has singled out parenthood education for emphasis in consumer and homemaking programs. In response, a national effort has been made to include parenthood education in the curriculum in consumer and homemaking programs. Outstanding parenthood education courses are reaching thousands of adolescents across the nation.

Information is needed about the effectiveness of these parenthood education courses in aiding adolescents to develop appropriate and adequate parenting skills. The information would assist those who work with adolescents to better meet their needs in the critical area of parenting.

Educational Significance

This study responded to a need for relevant curricular materials in parenthood education. Findings of this study have resulted in implications for use of the Parenthood Education Curriculum Guide, Bulletin 1695 (Louisiana State Department of Education, 1982).

Results of the study have been made available to secondary level home economics teachers, teacher educators, and administrators.

Purpose

The purpose of this study was to determine the effectiveness of the Parenthood Education Semester Course by assessing the knowledge and attitudes of secondary school students toward parenting and children. An additional purpose was to identify changes and/or revisions that may be needed in the Parenthood Education Curriculum Guide.

Objectives

The overall objective of the project was to determine the effectiveness of the Parenthood Education Semester Course in secondary level home economics programs in Louisiana. More specifically, the study was to:

1. Determine the impact of the Parenthood Education Semester Course on secondary students' attitudes toward children and parenting;
2. Determine the impact of the Parenthood Education

Semester Course on secondary students' knowledge of children and parenting; and

3. Identify changes and/or revisions that may be needed in the Parenthood Education Curriculum Guide.

Definition of Terms

The following terms are defined for purposes of this study:

Adolescent. Male or female from the time of puberty onset to adulthood.

Attitudes. Perceived notions about children and parenting behavior.

Knowledge. Concepts and content related to child development and parenting behavior that are included in the Parenthood Education Semester Course.

Parenthood education. Acquisition of knowledge and skills necessary to the proper physical, socio-emotional, and intellectual care and development of the child (Kruger, 1975).

Parenthood Education Curriculum Guide (PECG). State-approved curriculum guide for instructional use in teaching the parenthood education semester course; issued by the Louisiana State Department of Education in 1982 as Bulletin 1695.

Parenthood Education Semester Course (PESC). Non-prerequisite semester course for 11th and 12th grade students. The Home Economics Section of the State

Department of Education described the content of the course as follows: realities of parenthood; parenting responsibilities; developmental tasks and needs of children from birth through adolescence; guiding behavior; developing a healthy self-concept; communicating with children and promoting learning in the home; problems of child abuse and neglect; meeting needs of exceptional children; and importance of rearing responsible children.

Parenthood Education Questionnaire (PEQ). An instrument developed for use in this project. The PEQ consisted of the following: 13 items relating to demographic characteristics of the students; 27 items to measure knowledge of child development; 13 items to measure knowledge of discipline techniques; and 65 items to measure attitudes toward parenting.

Review of Literature

The purpose of the review of literature was to identify studies relating to the effect of parenthood education on adolescents' knowledge of and attitudes toward parenting. The studies reviewed were organized into (a) The Problems of Adolescent Pregnancy and Parenting; (b) Adolescents' Knowledge of Parenting and Child Development; (c) Adolescents' Attitudes Toward Parenting and Parenthood Education; and (d) Need for Parenthood Education in the Public Schools.

The Problems of Adolescent Pregnancy and Parenting

Adolescent pregnancy has become a problem of national concern. In 1986, over one million babies were born to teenagers in the United States (Louisiana State Department of Education, 1987). These births represent a set of unique problems to the adolescent parents, the child, and society.

Parenting is a complex and difficult task. The complexities of parenting are even greater for adolescent parents who generally are less able than adults to meet the financial, emotional, and cognitive responsibilities of parenthood (Larsen & Juhasz, 1985).

Many adolescents facing parenthood drop out of school, interrupting their opportunities to develop financial independence. Walz and Benjamin (1980) reported pregnancy as the greatest single reason why females drop out of school. National survey data of young adults 20-26 indicated that half of the teenage mothers who had children before age 19 had dropped out of school and never returned (Children's Defense Fund, 1986).

Lack of job skills and a high school diploma result in difficulties for an adolescent parent in the job market. In 1984, 65 percent of teen workers and 29 percent of workers in their early 20's could not earn wages sufficient to bring an intact, one-income family with a child out of poverty (Children's Defense Fund, 1986).

Poverty of adolescent parents has created an economic impact on the nation. In 1986, the United States spent \$17.93 billion on all families that began when the mother was a teenager. A single birth to a teen who receives welfare is estimated to cost the State of Louisiana \$37,500 in a single year (Louisiana State Department of Education, 1987).

Lower education and income adversely affect the environment in which adolescent parents rear their children. Numerous studies reported the physical and developmental effects of adolescent childbearing on the offspring (Baldwin & Cain, 1980; Anastasiow, 1983; and Whitman, Borkowski, Schellenbach & Nath, 1987).

Children born to adolescents frequently suffer intellectual deficits, largely due to economic and social consequences of early childbearing. These children are likely to spend their childhood in one-parent households and are also likely themselves to have children while still adolescents (Baldwin & Cain, 1980).

Many researchers were concerned with the effects of maternal behavior on children of adolescent mothers. Findings indicated that adolescent mothers provide parenting of lower quality than older mothers. Indicators most frequently used were verbal/nonverbal interactions with infants (Coll, Hoffman & Oh, 1987; King & Fullard, 1982; and Landerholm, 1984).

Reis and Herz (1987) studied correlates of adolescent parenting. The researchers tested levels of punitiveness in child rearing, knowledge of developmental milestones, level of depression, perceived social support, parental age, and parental race. Parental race, punitive attitudes toward child rearing, and parental age were significant predictors of parenting skill. Older, white adolescent mothers with less punitive attitudes toward childrearing and child discipline scored highest on parenting skills.

Several researchers have predicted that the children of adolescent parents had an increased risk of being abused. The risk appeared not as a function of age but associated with other factors of early parenting. The factors included minority over-representation in the lower classes, lower income, single parenthood, broken families, family discord, lack of tolerance of frustration, low levels of education, more crowded homes, and higher incidence of infant illnesses or prematurity (Bolton, Laner & Kone, 1980; Johnson, Loxterkamp & Albanese, 1982; Kinard & Klerman, 1980; Miller, 1984; and Roosa, Fitzgerald & Carlton, 1981).

Adolescents' Knowledge of Parenting and Child Development

Parenthood education was defined by Kruger (1975) as "the acquisition of knowledge and skills necessary to the proper physical, socio-emotional, and intellectual care and development of the child" (p. 292). He emphasized

parenthood education as "an essential ingredient for every comprehensive program for school-age parents" (p. 292).

Numerous studies assessed adolescents' knowledge of child development and parenting. Findings generally indicated a positive influence of knowledge on responsible parenting behavior by adolescents. Conversely, lack of knowledge of child development was a factor contributing to difficulties in adolescent parenting (Larsen & Juhasz, 1980).

Studies of adolescents' knowledge of child development and parenting skills have revealed varied results. Females generally scored higher in measures of knowledge of child development and child health maintenance skills than boys (Education for Parenthood, 1978; Johnson et al., 1982; Reilley & Mokros, 1982; and Showers & Johnson, 1984). Older adolescents possessed much more knowledge than younger ones (Fry, 1985; Johnson et al., 1982; Larsen, 1981; and Showers & Johnson, 1984). Overall, adolescents appeared to possess relatively little knowledge of these areas (DeLissovoy, 1973; Fry, 1985; Johnson et al., 1982; and Showers & Johnson, 1984). Some subjects possessed more knowledge than expected (Gritzmacher, 1981; and Schulz & Torrie, 1984). Researchers admitted, however, that students may have been exposed to child development knowledge through general home economics classes.

Adolescents' Attitudes Toward Parenting and Parenthood Education

Studies conducted to determine the effect of age on parenting attitudes yielded varying results. Jarrett (1982) found that mothers less than 18 years old had less positive parenting attitudes than did mothers 18-21 years of age. However, Roosa, Fitzgerald and Carlson (1982) reported no differences in attitudes of adolescent mothers and mothers older than 20 years of age.

Larsen and Juhasz (1985) examined the relationship between the combined effect of knowledge of child development and level of social-emotional maturity upon adolescent attitudes toward parenting. Knowledge of child development and high levels of social-emotional maturity were associated with positive attitudes toward parenting.

Parenting attitudes of pregnant adolescents were compared with those of their non-pregnant peers. Scores of both groups concerning maternal satisfaction, encouragement of positive interaction, and maternal anxiety were almost identical (Roosa, 1983). DeAmicis, Klorman, Hess, and McAnarney (1981) also found no differences in scores of pregnant adolescents and non-pregnant adolescents when testing for knowledge level.

Richett and Towns (1980) found positive effects of a parenthood education program on the childrearing attitudes of eighth-grade students. Changes indicated greater

sensitivity to age-appropriate behavior, increased tolerance of misbehavior, and greater respect for the individual child.

Attitudes of seventh graders were found to be more conservative toward sexual activity following participation in a family life education program (Herz et al., 1984). The Education for Parenthood study (1978) found slightly more positive attitudes toward children on a posttest measure used with participants.

Roosa (1984) examined the effects of three teenage parenting programs. Although the programs resulted in significant changes in knowledge of sexuality and child development, parenting attitudes were not affected.

Bridges (1980) measured attitudes of high school students toward parenthood education programs. Results suggested that males and working-class students had less favorable attitudes toward the programs than did middle-class students and females. Specific orientation for males and working-class students was recommended to make them more receptive to parenthood education programs.

Parenthood Education Needs of Adolescents

In 1976, Congress enacted Public Law 94-482 mandating the inclusion of parenthood education in vocational consumer and homemaking programs (Mensah, 1983). Again, in 1984, in the Carl Perkins Vocational Education Act, Congress mandated

the inclusion of parenthood education in consumer and homemaking education programs (Public Law 98-524, 1984).

As a result of this mandate, states have included parenthood education in vocational home economics programs. In the National Census Study of Secondary Vocational Consumer and Homemaking Programs conducted in 1980, child development/parenting topics were included most frequently in comprehensive homemaking, child development, and family relations courses (Hughes, Rougvie & Woods, 1980). A 1982 study of the vocational consumer and homemaking education programs in Louisiana indicated a need to emphasize topics in child development/parenting (Leonard, 1982). The same year, the Parenthood Education Curriculum Guide, Bulletin 1695, was distributed to home economics teachers in Louisiana for use in teaching the semester course (Louisiana State Department of Education, 1982).

Seifert and Tyree (1983) recommended that state boards of education establish minimum standards for teachers of parenting education classes. Several states have established parenthood education as a required course for high school students (Report of the Committee, 1983).

At The White House Conference on Families held in 1980, availability of information or courses on family life education was singled out as one of five issues receiving the most attention across the seven national hearings.

Parenting, marriage, and sex education were emphasized topics (White House, 1980).

Researchers (Education for Parenthood, 1978; and Kinard & Klerman, 1980) and adolescents (Johnson et al., 1982; Mensah et al., 1983; and Showers & Johnson, 1984) supported child development and parenthood education courses at the high school level. Studies have demonstrated an increase in parenting knowledge of adolescents who participated in such courses (Blue, 1981; Education for Parenthood, 1978; Fedje & Holcome, 1986; Gritzmacher, 1981; Herz, Goldberg & Reis, 1984; Reilley & Mokros, 1982; Roosa & Vaughan, 1983; and Schultz & Torrie, 1984).

One researcher asserted that the negative attitudes of adolescents toward children may inhibit application of increased knowledge with any consistency (Roosa, 1984). However, many researchers noted positive changes in attitudes toward children after student participation in a child development or parenthood education course (Education for Parenthood, 1978; Essman, 1977; Richett & Towns, 1980; and Roosa & Vaughn, 1983). Lee (1985) reported a significant decrease in adolescent pregnancies where parenthood education classes are offered.

Kruger (1975) identified parenting topics considered "absolute minimum" for school-age parents: physiological and psychological aspects of pregnancy, the process of

childbirth and effective involvement therein, and procedures necessary for adequate early-infant care and nurturing (p. 292). Students expressed needs for knowledge in planning and decision making and adolescent social development in parenting courses (Mensah, Schultz & Hughes, 1983).

Walz and Benjamin (1980) contended that because of the significant increase in teenage pregnancy, schools have important social and educational responsibilities to young mothers and fathers. Educators are challenged to develop creative ways to encourage students to adequately meet the responsibilities associated with parenthood.

Summary

A significant number of research studies confirmed the social and educational problems of adolescent pregnancy and parenting. Generally, parenthood education courses showed a positive effect on the knowledge, attitudes, and parenting behavior of adolescents. Many researchers and adolescents emphasized the need for parenthood education in the public schools.

Instrument Development

The researchers concluded after reviewing the Parenthood Education Curriculum Guide (PECG) that the questionnaire should consist of two scales about adolescent parenting--knowledge and attitudes. A review of the literature, published inventories and instruments, and the

PECG were used to develop the pilot questionnaire. One-third of the items was from two published instruments, and two-thirds were taken directly from the PECG.

A Delphi panel consisting of five home economics teacher-consultants was selected. Initially, the consultants individually evaluated the questionnaire items as to appropriateness and effectiveness. Then, the consultants further evaluated the instrument as a group.

From the Delphi panel's decisions, the final questionnaire items were determined, and the items were randomized. The final pilot questionnaire consisted of 77 multiple choice items to determine parenting knowledge, and 112 items on a five-point, Likert-type scale to determine perceived parenting attitudes. See Appendixes A and B for a copy of the Pilot Parenthood Education Questionnaire, Parts A and B.

Concurrent with the Delphi panel meeting, names of home economics teachers were randomly chosen from a list of home economics teachers statewide who taught the Parenthood Education Semester Course (PESC). The teachers were contacted by letter (see Appendix C) and polled using an information sheet (see Appendix D) to determine (a) whether the PESC would be taught during the fall of 1987, (b) which home economics classes were currently taught, (c) the size and number of sections of each class, (d) grade level(s) of

the students, and (e) whether or not sex education content was permissible.

Based on the number of items on the questionnaire, approximately 250-400 students were needed for piloting the questionnaire. Schools were selected to create a balance of responses from geographic regions and size of school (rural versus urban). Three hundred ninety-nine questionnaires, instructions for teacher administration (see Appendix E), permission forms (see Appendix F) and return postage were mailed to 15 schools. Two hundred twenty-two questionnaires (55.6%) were returned, and of these, 205 (51%) were used in analysis. Questionnaires with excessive missing data were not used.

As a part of instrument validation, discriminability and difficulty of knowledge items were determined by item analysis (Tuckman, 1978). Items were selected which had satisfactory discriminability and that reflected a balance of items which were low, moderate, and high, with a majority of the items having moderate difficulty (Mehrens & Lehmann, 1984). The initial pool of 77 items was reduced to 55, with an additional 15 discipline items (Showers & Johnson, 1984).

To select rating scale items displaying the most test-retest consistency, the following procedure was used. A mean error term was calculated for each item, where total error was represented by the sum of the differences in ratings across persons per item. A frequency distribution

table was then constructed, and a cut-off score established, thereby reducing the total number of items from 87 to the 65 which were most consistent (R. N. Carney, personal communication, July 27, 1987).

The final copy of the PEQ used for pre/posttesting is given in Appendix G.

Methodology

In this section, subjects, subject selection, and sampling plan are presented first, with design of the study and variables following. This section ends with the procedure for data collection.

Subjects

The subjects were 563 students in 16 classes of home economics (grades 9-12). Demographic characteristics are presented in Appendixes H (Tables A-1 through A-14) and I (Tables B-1 through B-14). To obtain a representative sample of all secondary students in home economics classes in Louisiana, the 1985-86 Directory of Vocational Home Economics Teachers (Home Economics Section, 1985) was used. In Louisiana, 91 home economics teachers taught the PESC during 1985-86, as identified by the Home Economics Section of the State Department of Education. Students in classes taught by these 91 teachers constituted the population from which the sample was selected. To obtain a representative sample, only one teacher per high school was used. Each

high school which offered home economics was a possible sampling unit.

A letter (see Appendix J) and an information sheet (see Appendix K) were sent to these 91 teachers to ascertain if the PESC was to be taught during the 1986-87 school year and which teachers would be willing to participate in the study. Sixty (66%) of the information sheets were returned.

From the teacher responses, schools representing geographic regions and school size were selected. The regions were designated as Northeast, Northwest, Southeast, and Southwest (see Figure 1). These regions were considered representative of cultural and geographic differences in the state. The schools were also classified according to size (see Table 1), using the Louisiana High School Athletic Association classification system (Louisiana High School Athletic Association, 1986).

The schools were then randomly selected, resulting in 16 schools with a population of 563 students, from estimates of the home economics teachers (See Appendix L). Alternate schools were selected. The sampling plan is found in Table 2.

Approval for the use of the subjects in the study was obtained from the Human Subjects in Research Review Committee at Northwestern State University. To insure anonymity, each questionnaire was coded; permission forms (see Appendix M) were completed separately to and prior to

Geographic Regions of the State

Figure 1. Map of Louisiana parishes indicating geographic regions specified for the study as Northwest, Northeast, Southwest, and Southeast.



Table 1

School Size

Athletic Classification	Enrollment in High School
----------------------------	---------------------------

A	274.9 and below
AA	275.0 - 499.9
AAA	500.0 - 1074.9
AAAA	1075.0 and above

Table 2

Schools in the Sample

Geographic Region	Size of School	High School	Parish
Northeast (1)	A	J. A. Moore	Webster
	A	Lacassine	Jefferson Davis
	A	Thomastown	Madison
	AA	Delhi	Richland
Southeast (2)	AAA	Andrew Jackson	St. Bernard
	AAA	Woodland	East Baton Rouge
	AAA	Lutcher	St. James
	AAAA	Tara	East Baton Rouge
Northwest (3)	A	Converse	Sabine
	AA	Doyline	Webster
	AAAA	Tioga	Rapides
	AAAA	Natchitoches Central	Natchitoches
Southwest (4)	AA	Kinder	Allen
	AA	Delcambre	Iberia
	AA	Lake Arthur	Jefferson Davis
	AAAA	Carencro	Lafayette

questionnaire administration; and students were directed to keep all responses confidential.

Design of the Study

The study employed the Solomon Four Square Group design. The design allowed for statistically testing some of the threats to internal and external validity (Campbell & Stanley, 1966). The design allowed the researchers to test for the effect of pretesting (threat to internal validity) and for the interactive effect of pretesting by treatment (threat to external validity). Thus, use of the Solomon Four Square Group design tested for the following effects (a) effect of treatment, (b) effect of pretesting, and (c) interactive effect of pretesting and treatment. See Figure 2 for the study design.

Variables

Independent variables. The independent variables in the study design were (a) Pretest - pretested group versus unpretested group, and (b) Treatment - groups receiving treatment versus groups not receiving treatment.

Dependent variables. The dependent variables in the study were created from the responses on the Parenthood Education Questionnaire (PEQ). The list of dependent variables and the corresponding items on the PEQ are presented in Table 3.

Design of the Study

Figure 2. Solomon Four Group Design: Treatment x Pretest.

	Treatment	No Treatment
Pretest		
No Pretest		

Note: Response on the posttest is the dependent measure for the design.

Table 3

Creation of Dependent Variables

Dependent Variable	Item Numbers from Parenthood Education Questionnaire
Knowledge of Child Development	1-40
Knowledge of Discipline Techniques	41-55
Attitude:	
Unit I - Perspectives of Parenthood	87, 88, 97, 99, 101, 102, 120
Unit II - Concerns of Parenthood	93, 103, 105, 117
Unit III - Preparation for Parenthood	84, 92, 105
Unit IV - Transition to Parenthood	106
Unit V - The Parent and the Developing Child	85, 86, 94, 95, 100
Unit VI - Toward Competent Parenthood	89, 91, 98, 104, 107, 108, 110, 119
Unit VII - Special Needs and Parenthood	96, 109, 111, 112, 113, 114, 115, 118

Note: Each attitude variable was created from averaged ratings of items related to each of the units of the Parenthood Education Curriculum Guide (PECG). Each attitude variable corresponded to one of the seven units of the PECG.

Data Collection

Teachers selected to administer the pretest were sent a letter (see Appendix N) and information sheet (see Appendix O), followed by telephone contact to confirm the number of questionnaires to send. The PEQ, a letter of transmittal (see Appendix P), instructions for administration (see Appendix Q), permission forms, and return postage were mailed to participating teachers for the pretest administration during the first two weeks of the fall semester, 1987. Two hundred sixty-eight were mailed, and 195 were returned, making a 73% return rate. Of these questionnaires, 123 were used in the study. Questionnaires with excessive missing data were not used.

At the beginning of the fall semester, 1987, posttest teachers were notified by letter concerning participation in the posttest administration of the questionnaire (see Appendixes R and S). Teachers were polled near the end of the semester to determine the number of questionnaires needed. During the last month of the semester, questionnaires, a transmittal form, instructions for administration, and permission forms were mailed to the teachers. Two hundred ninety-five questionnaires were mailed; 249 were returned and used. One teacher had left the teaching position, which was not determined until after the end of the semester. Therefore, those questionnaires which were returned were not used. Questionnaires from one

school were completed and returned, but were lost in the return mailing; these were considered lost data.

Coding of Data

The Parenthood Education Questionnaire (PEQ) obtained (a) demographic characteristics, (b) knowledge of child development and discipline techniques, and (c) attitudes about parenting. The demographic characteristics were nominally scaled variables, and a system was devised to code the categories of responses into numerical values. For knowledge of child development and discipline techniques, the number of correct responses was used as the score. The ratings for the attitude scale items were averaged across items related to each of the units of the Parenthood Education Curriculum Guide (see Appendix T). The items relevant to each unit have been specified in an earlier section of this report (see Design of the Study and Table 3).

Data Analysis

Descriptive statistics were used in analyzing the data for demographic characteristics, and scores for knowledge of child development and discipline techniques. These statistics were used for the pretest and posttest responses.

The posttest data were analyzed using a two-way Analysis of Variance (ANOVA), with treatment and pretest as the independent variables. The dependent variables were created from items of the PEQ. A list of the item numbers

for each dependent variable is presented in the design section of this report.

One-way ANOVA was also conducted to detect differences due to other relevant variables. For the one-way ANOVA, race, religion, school size and geographic region were used as independent variables. These variables were also used to check for initial differences in the pretest data.

For the pretest data, a two-way ANOVA (using school size and geographic region as independent variables) could not be performed because the pretest responses were not distributed across all the cells of this design. The distribution of responses across the levels of the two independent variables is presented in Table 4.

Results

This section presents the findings of the study. Data from 123 students were analyzed on the pretest, and data from 249 students were analyzed on the posttest. In this section, the demographic characteristics and descriptive statistics are presented first. Following the demographic characteristics and descriptive statistics, the ANOVA findings for the posttest and pretest are presented.

Demographic Characteristics and Descriptive Statistics

Data were collected regarding school size and geographic location; age, sex, grade level, religion, race, and marital status of students; person(s) with whom students reside; classification of students as only child; number of

Table 4

Distribution of Pretest Responses: School Size x
Geographic Region

School Size	Geographic Region			
	NE	SE	NW	SW
A	19	-	34	-
AA	10	-	-	19
AAA	-	15	-	-
AAAA	-	-	-	26

Note: Empty cells in the above table indicate that no responses were received from those classifications.

n=123

children in students' families; classification of students as parents; person(s) with whom students' offspring reside; and students' experience with children. These data for both the pretest and posttest responses are presented in Appendix H (Tables A-1 through A-14) and Appendix I (Tables B-1 through B-14).

The descriptive statistics regarding students' scores on knowledge of child development and knowledge of discipline techniques for the pretest and posttest are presented in Tables 5 and 6.

Results of Analysis of Variance

The results of the two-way ANOVA of the posttest data pointed to a marked lack of significant results (see Table 7). The only dependent variable that showed significance was knowledge of discipline techniques, and, in this case, all the effects (i.e., treatment effect, testing effect and interaction of testing by treatment) were significant.

When both the main effects and interaction effects are significant, the interpretation of results is rather difficult because there are cell specific effects. The nature of the cell specific effects can best be identified by plotting the cell means. Figure 3 presents a plot of the cell means. The interaction is ordinal in nature. The lack of significant findings may be due to systematic variation in the respondents on variables other than those incorporated in the design.

Table 5

Descriptive Statistics for the Parenthood Education
Questionnaire - Pretest Responses

Dependent Variable	Maximum Possible Score	Mean	Standard Deviation	Minimum Score	Maximum Score
Knowledge of Child Development	40	23.91	5.97	9.0	40.0
Knowledge of Discipline Techniques	15	5.14	1.97	0.0	11.0

Table 6

Descriptive Statistics for the Parenthood Education
Questionnaire - Posttest Responses

Dependent Variable	Maximum Possible Score	Mean	Standard Deviation	Minimum Score	Maximum Score
Knowledge of Child Development	40	26.40	6.52	8.0	38.0
Knowledge of Discipline Techniques	15	5.54	2.44	0.0	12.0

Table 7

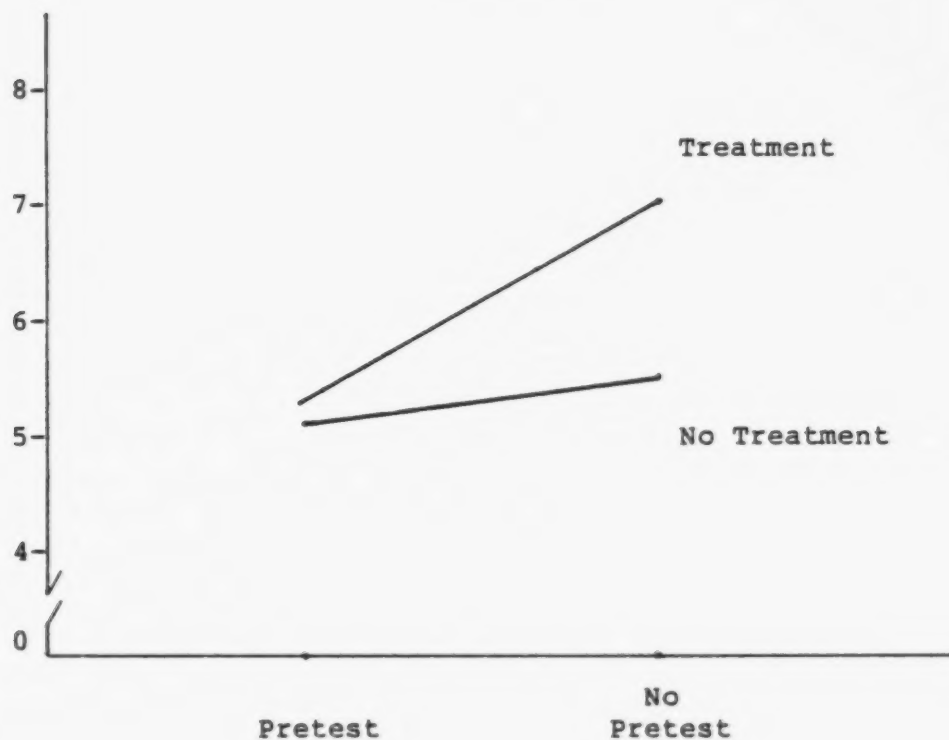
Two-way Analysis of Variance: Posttest Responses

Dependent Variable	Independent Variables		
	Treatment	Pretest	Treatment x Pretest
Knowledge of Child Development	2.44	0.01	0.17
Knowledge of Discipline Techniques	6.57*	4.79*	4.81*
Attitude:			
Unit I	2.66	0.005	1.26
Unit II	0.032	0.11	0.43
Unit III	0.91	0.18	0.013
Unit IV	0.52	0.89	0.13
Unit V	1.81	0.59	0.66
Unit VI	0.10	1.29	0.001
Unit VII	0.62	3.28	0.45

* $p < .05$

Cell Means Plot for Test x Treatment
 Dependent Variable: Knowledge of Discipline Techniques

Figure 3. Cell means plot for test x treatment using the dependent variable, Knowledge of Discipline Techniques.



Cell Means:

	Treatment	No Treatment
Pretest	5.27	5.25
No Pretest	7.07	5.57

To investigate the possibility of systematic variation, one-way ANOVA was performed with race (Black versus White), religion (Catholic versus Protestant), geographic region and school size as independent variables. There were significant differences between groups based on these variables for the following dependent variables: knowledge of child development, knowledge of discipline techniques, and attitude variables (Units IV and VII). These results are presented in Table 8.

Since the four independent variables of race, religion, geographic region, and school size were not incorporated in the study design, the variables contributed to the within-cell variation, thereby reducing the chance of finding any significant results. A check of response distribution across four variables (treatment, pretest, school size, and geographic region) revealed a number of empty cells. Thus, these variables could not be incorporated in the design to reduce the within-cell variation. Tables 9 and 10 present the distribution of responses.

Analysis of the pretest data by the four independent variables revealed that there were no significant differences on the dependent variables related to attitudes toward parenting. Knowledge of child development and discipline techniques showed significant differences across the four independent variables. Results are presented in Table 11. Initial differences may have contributed to the

Table 8

One-way Analysis of Variance: Posttest Responses

Dependent Variable	Independent Variable			
	Religion	Race	Geographic Region	School Size
Knowledge of Child Development	8.39*	14.97*	2.17	4.25a
Knowledge of Discipline Techniques	8.46*	17.74a	0.77	4.25a
Attitude:				
Unit I	0.037	0.62	2.19	1.56
Unit II	0.37	5.43a	0.41	0.34
Unit III	1.16	3.80*	0.13	0.25
Unit IV	5.93a	9.27a	1.94	5.73a
Unit V	0.01	1.42	2.10	0.91
Unit VI	0.03	0.50	1.87	4.25*
Unit VII	0.21	0.60	3.02	4.33*

aAlthough significant in this analysis, the assumption of homogeneity was violated.

* $p < .05$

Table 9

Distribution of Posttest Responses:
Treatment x Pretest x School Size x Geographic Region

		Treatment				No Treatment			
		Geographic Region				Geographic Region			
	School Size	NE	SE	NW	SW	NW	SE	NW	SW
Pretest	A	-	-	9	-	15	-	18	18
	AA	9	-	-	-	-	-	-	-
	AAA	-	9	-	-	-	9	-	-
	AAAA	-	-	-	21	-	-	-	-
No Pretest	A	-	-	-	-	19	-	-	-
	AA	-	-	-	16	-	-	-	-
	AAA	-	-	14	-	-	34	-	-
	AAAA	-	-	-	-	-	-	28	-

Note: Empty cells in the above table indicate that no responses were received from those classifications.

n=249

Table 10

Distribution of Posttest Responses:
Treatment x Pretest

	Treatment	No Treatment
Pretest	48	60
No Pretest	30	111

n=249

Table 11

One-way Analysis of Variance: Pretest Responses

Dependent Variable	Independent Variable			
	Religion	Race	Geographic Region	School Size
Knowledge of Child Development	0.58	21.18a	0.97	1.94
Knowledge of Discipline Techniques	6.22a	14.07*	3.29a	2.99a
Attitude:				
Unit I	0.90	0.16	0.46	0.33
Unit II	0.07	1.81	0.29	0.58
Unit III	0.26	3.81*	1.84	1.48
Unit IV	2.59	2.76	0.97	0.52
Unit V	1.19	2.11	1.43	0.39
Unit VI	3.30	0.81	2.12	1.99
Unit VII	1.73	0.68	1.91	1.88

aAlthough significant in this analysis, the assumption of homogeneity was violated.

* $p < .05$

lack of significant findings in the posttest results.

To the extent there are no statistically significant results for the effect of pretesting and interactive effects of pretesting and treatment, there is indication that these factors do not threaten the internal or external validity of the study. See Figure 2 for the study design.

With reference to Unit III (Preparation for Parenthood), attitude scores for the posttest were significant for the variable of race. Black students scored a mean of 3.20, compared to a mean score of 3.40 for White students.

Knowledge of child development was significant for the variables of race and religion. There were indications of some group differences between Black and White/Catholic and Protestant on the knowledge of child development. Mean score on knowledge of child development for Blacks was 24.12, compared to 27.49 for Whites. Mean score on knowledge of child development for Catholics was 27.80, compared to 25.38 for Protestants. Mean score on discipline techniques for Catholics was 6.00, compared to 5.06 for Protestants.

Discussion of Results

As demonstrated in Table 10, the return rate on questionnaires was uneven across the various cells of the design. The highest return was from schools where the students were neither pretested nor received treatment

(n=111). The lowest return rates were from schools where the students received the treatment but were not pretested (n=30). Since the ANOVA is based upon uneven cell sizes, any significant results have to be interpreted with caution.

Pretesting of the students did not seem to have an effect on the students. There was no evidence to indicate that students' scores on the posttest increased as the result of being exposed to the pretest. On the contrary, scores seemed to be higher (for knowledge of discipline techniques) for the group that was not pretested.

The lack of treatment effects may be due to the masking effect of other factors such as school size, geographic location, race, and religion. The one-way ANOVA indicated that the above mentioned factors did make a difference for dependent variables: knowledge of child development, knowledge of discipline, and attitude scales for Units II, III, IV, VI and VII of the PECG. To isolate treatment effects from these other factors would require a much larger sample size than was obtained in the present study.

The attitude scores for Unit III (Preparation for Parenthood) for race were significantly higher for Whites than Blacks. Perhaps the White students ideally perceived themselves as better prepared for parenthood while the Black students had more realistic views about preparation for parenthood.

The significant differences for child development knowledge for race and religion may be attributed to differences in environmental factors such as home life and upbringing. Knowledge of discipline techniques as dependent variables seemed to be most indicative of significant results. However, this might be due to an emphasis on discipline techniques by the teachers who used the PEGC.

Limitations

Limitations of the study are described in this section relating to the PEGC, administration of the PEQ, treatment effects, and teacher effectiveness.

Parenthood Education Curriculum Guide

There was no monitoring of the usage of the PEGC to determine if the teachers in the study used the PEGC, or used it effectively (i.e., which units were included by the teacher, if materials from the PEGC were used, or teacher effectiveness). Inservice training on the use of the PEGC may have been missing or inadequate. Some record of the teachers' instructional objectives selected from the PEGC and measurement of attainment of the objectives were lacking.

Items on the PEQ were taken primarily from the PEGC, and students did not have access to the PEGC. The PEGC was used as a resource for teaching the course, and teachers may have focused only on a few sections of the PEGC.

Differences in knowledge of discipline may be due to the emphasis on discipline techniques by the teachers.

Questionnaire Administration

Pretesting did not seem to affect the respondents. There was no evidence of increase in scores due to the pretest. On the contrary, scores seemed to be higher (on knowledge of discipline) for the group that was not pretested. An additional consideration was the loss of data from one school in the return mailing.

Treatment Effects

Treatment effects seem to be masked by various other factors. To isolate treatment effects from other factors would require a much larger sample size than was obtained in the present study.

Attitude scales may have evoked response sets from the respondents. There seemed to be very little variation.

Teacher Effectiveness

There was no control over the instructional ability of the teacher. Teacher effectiveness may have been influenced by the comfort level of the teacher in dealing with sex education topics and the subject matter chosen by the teacher.

Recommendations

It is recommended that appropriate usage of the PECG be emphasized by inservice training. Some means should be

devised to determine if the selected objectives for the PESG are attained to an acceptable level.

Based on the findings of this study, there is a trend supporting the use of the PEGG. As shown on Figure 3, the group receiving treatment had the highest mean score on the dependent variable of knowledge of discipline techniques. The mean of 7.07 compared to all other groups ranged from a mean of 5.57 to 5.53. It is not possible to make stronger statements because interaction effects are present.

However, such findings indicate that the PESG could have a significant impact on knowledge and attitudes necessary for effective adolescent parenting. The efficacy of the PESG could be assessed by monitoring the curriculum guide usage.

Further research is recommended, using larger sample sizes, greater representation of the various school size designations, and on-site monitoring of the instrument so that all responses can be collected.

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Appendixes

Appendix A

Pilot Parenthood Education Questionnaire
Part A

YOU ARE A VERY SPECIAL PERSON!

Only you can tell us all about you:
 what you know,
 what you feel,
 what you believe,
 what you think.

And all that you can tell us about you:
 all you know,
 all you feel,
 all you believe,
 all you think,

Is very important to us.

We want to know what you can tell us,
 About what you know and feel
 and believe and think
about things like:
 pregnancy,
 children,
 families,
 marriage.

That is what these questions are all about.

Some of them may seem very hard.

Some of them may seem very easy.

You may have all the answers,
 Or you may not.

But what counts is that you try your best,
 and be very honest.

YOU ARE A VERY SPECIAL PERSON.

So tell us all about

YOU!

BE SURE TO ANSWER THE QUESTIONS ON THE BACK OF EACH PAGE

Appendix A Continued

Instructions: Please complete the following information.

1. When were you born? / /
month day year
2. Are you a . . .
(check one)
 Male Female
3. What was the last grade you completed?
(check one)
 12 11 10 (or below)
4. Are you the only child that your parents have?
(check one)
 Yes No
If you answered "No," how many children in your family including yourself? (check one)
 2 3 4 5 6 and above
5. With whom do you live? You may check as many responses as you need.
 Mother Father Brother Sister
 Other (Who?): _____
6. What is your father's occupation? _____
(briefly describe what he does on his job)
7. What is your mother's occupation? _____
(briefly describe what she does on her job)
8. What are the highest grades your parents completed?
(check one for each parent)
Mother Father
 Less than 7th grade
 7th - 9th grade
 10th - 11th grade
 Completed high school, technical school or trade school
 Some college
 Graduated from college
 Advanced degree

Appendix A Continued

9. Religious preference:
(check one)

- ☐ None
☐ Catholic
☐ Protestant
☐ Jewish
☐ Other (specify): _____

10. Are you . . .
(check one)

- ☐ Black
☐ White
☐ Spanish
☐ Oriental
☐ Other (specify): _____

11. Are you . . .
(check one)

- ☐ Single
☐ Married
☐ Separated
☐ Previously Married

12. Are you a parent now?
(check one)

- ☐ Yes ☐ No
 If you answered "yes," does your
 child live with you all the time?
 (check one)
☐ Yes ☐ No

13. What experience(s) have you had with children?
(please check all that apply)

- ☐ No previous experience
☐ Babysitting
☐ Taking care of brothers and sisters
☐ Taking care of my own child(ren)
☐ Have taken previous courses with child care content
☐ Other (specify): _____

Appendix A Continued

WE'D LIKE TO KNOW WHAT YOU KNOW ABOUT HOW CHILDREN DEVELOP!



What do babies do,
and when do they do it?

What are young children like,
as they grow and mature
into adolescents?

Simply read the activities of a developing
person,
and check the age when you think this
usually occurs
for the first time.

Thank you!

BE SURE TO ANSWER THE ITEMS ON THE BACK OF EACH PAGE.

Appendix A Continued

	0-3 mos.	4-6 mos.	7-12 mos.	1-2 yrs.	2-3 yrs.
1. Can say one word.					
2. Knows 10 words.					
3. Can move objects from one hand to another.					
4. Drinks from a cup.					
5. Sits with support.					
6. Responds to "no, no".					
7. Takes a few steps alone.					
8. Follows an object with his eyes.					
9. Makes sounds like "dadada, abababa".					
10. Turns head toward sounds.					

Appendix A Continued

	Preschool	School Age	Adolescent
1. Gaining emotional independence from parents and adults.			
2. Learn by daily experiences.			
3. May decide others are picking on him.			
4. Has a natural inclination for physical activity.			
5. Peers are becoming very important.			
6. Developing a sense of identity.			
7. It is common to have imaginary playmates.			
8. Developing a sense of morality and conscience.			
9. Like variety and dislike being alone or playing by themselves.			
10. Achieving assurance of economic independence.			
11. Are developing the ability to do what's expected of them.			
12. Are developing a sense of initiative.			
13. Boys generally dislike girls.			
14. Accepting and adjusting to a changing body.			
15. Formulating a belief and value system.			

Appendix A Continued

WE'D LIKE TO KNOW JUST WHAT YOU FEEL AND BELIEVE!



There are no right answers or wrong answers
in this section.

So, you can relax!

But, you still have some work to do.

Just read the statements and think,
"What does this mean to me?"

In the first section, you will tell us
what you think you can do,
and
what you think you can't do.

In the second section, you will tell us
what your opinion is.

Please be honest.

BE SURE TO ANSWER THE ITEMS ON THE BACK OF EACH PAGE

Appendix A Continued

Instructions: Place a check (✓) in the column on the right which best describes how well you think you can do each listed activity.

HOW WELL DO YOU THINK YOU CAN . . .

	EXTREMELY WELL	VERY WELL	NOT SURE	NOT VERY WELL	NOT WELL AT ALL
1. ...choose activities that encourage the creativity of a seven-year-old?					
2. ...choose the right foods for a six-month-old infant?					
3. ...choose activities that encourage the creativity of a seven-year-old?					
4. ...choose an adequate child care center for a four-year-old child?					
5. ...choose clothing for an infant?					
6. ...help a child understand a parent's death?					
7. ...assign an eight-year-old household responsibilities that he/she can accomplish easily?					
8. ...make an intelligent decision about when to become a parent?					
9. ...assign an eight-year-old household responsibilities that he/she can accomplish easily?					
10. ...list the stages of prenatal growth?					
11. ...handle the temper tantrums of a two-year-old?					
12. ...decide what types of discipline to use, in different situations?					
13. ...care for a newborn infant?					
14. ...identify abnormal symptoms in a pregnant woman?					

Appendix A Continued

	EXTREMELY WELL	VERY WELL	NOT SURE	NOT VERY WELL	NOT WELL AT ALL
15. ...care for a two-year-old with a high fever?					
16. ...encourage open communication with a nine-year-old?					
17. ...identify a gifted child?					
18. ...identify child abuse?					
19. ...help a child learn to talk?					
20. ...understand the imagination of a five-year-old?					
21. ...adjust to parenthood?					
22. ...toilet train a two-year-old?					
23. ...help an eighteen-month-old infant feed himself?					
24. ...choose games that will be fun, yet teach a five-year-old basic math concepts?					
25. ...prevent unwanted pregnancy?					
26. ...discipline a preschooler?					
27. ...know when a pregnant woman is going into labor?					
28. ...provide for a safe environment in which a one-year-old infant can play?					
29. ...choose a book to read to a three-year-old?					
30. ...know what to do when you identify a child abuse problem?					

Appendix A Continued

Instructions: Place a (✓) in the column on the right which best describes your opinion.	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1. Even during a planned pregnancy, most women feel apprehensive about their changing bodies and the anticipated new experiences and responsibilities.					
2. The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.					
3. Boys act like boys and girls act like girls because boys and girls are different when they are born.					
4. Children are wonderful.					
5. Children would be happier and better behaved if parents would show an interest in them.					
6. Children should be encouraged to participate in family decisionmaking.					
7. People should wait to have children until they can provide adequately for them.					
8. Children should feel free to tell their parents whenever they think family rules are unreasonable.					
9. Families in which the father earns the living and the mother keeps house are happier.					
10. Because of motherly instincts, all mothers love their children from the minute their babies are born.					
11. People have natural parenting instincts.					
12. Children should share in the cooking, housework, laundry, and other work around the home.					
13. Fathers and mothers should share equally in the responsibility of raising their children.					

Appendix A Continued

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
14. Parents very often feel that they can't stand their children a moment longer.					
15. Before they marry, it is important for couples to discuss how many children they will have.					
16. Children should be allowed to disagree with their parents if they feel their own ideas are better.					
17. What role a man or woman accepts, in caring for a family, depends on his/her individual traits and personality.					
18. People can learn to be better parents.					
19. Having a baby always makes a woman feel fulfilled.					
20. You can spoil a three-month-old infant if you pick him up whenever he cries.					
21. Good parents shelter their children from life's difficulties.					
22. It is very difficult to understand why children do the things they do.					
23. Parents can teach a child the value of learning.					
24. The father is the best parent to discipline a child.					
25. It is best to have children when you are young so that you can all grow up together.					
26. Children need to learn to do things on their own.					
27. A single (unmarried) man or woman should be allowed to adopt a child.					
28. Pregnant women should eat twice as much food because they are "eating for two".					

Appendix A Continued

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
29. Most parents know the right thing to do when their children misbehave.					
30. Children learn important things by playing.					
31. A child has a right to his/her own point of view and has a right to express it.					
32. Some children are so bad that they must be taught to fear adults for their own good.					
33. A woman can have a job and still be a good mother.					
34. Children will get on any parent's nerves if he/she has to be with them all day.					
35. Early parent approval helps children develop positive self-concepts.					
36. The number of years between children has no effect on their development.					
37. If a woman tries hard enough, her family will not experience any difficulties from her working outside the home.					
38. In families where there is only one parent present, the children can still grow up normally.					
39. Parents have little hope of success with their children if they do not practice what they teach.					
40. It is normal to not want children.					
41. Married couples should have children so that their parents won't miss the joy of being grandparents.					
42. Parents should give toddlers direct orders, not offer choices.					
43. Mothers who work outside the home frequently do so in order to have money to spend on luxury items.					

Appendix A Continued

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
44. Parents who abuse their children can never stop abusing their children.					
45. It's natural for parents to "blow their top" when children are selfish and demanding.					
46. Parenting education prevents child abuse.					
47. Children hold a marriage together.					
48. Gifted or talented children have special emotional needs.					
49. An adopted child is never loved as much as a natural one.					
50. Women have "mothering instincts", but men don't have "fathering instincts".					
51. After a divorce, children belong with their mothers.					
52. There are many family responsibilities that can only be fulfilled by the mother, such as planning meals.					
53. The only reason people get married is to have children.					
54. Parents should share most of the responsibilities of caring for a child, even if only one parent works outside of the home.					
55. Relatives, like grandparents, uncles, and aunts, should be involved in helping to raise children.					
56. Parents should be concerned if their twenty-month-old toddler throws tantrums.					
57. Accepting a foster child into your home is a parenting option.					

Appendix B
Pilot Parenthood Education Questionnaire
Part B

WE WOULD LIKE TO KNOW WHAT YOU KNOW!



You may not have all the answers,
but then again, you may!

But we would really like to know
what you know
about certain subjects.

You won't be "graded,"
or anything like that.

Just read each question,
think a little bit,
and pick which answer you think is
right.

Then mark that letter next to the
question number
on the answer sheet.

Now, tell us what you know!

BE SURE TO ANSWER THE QUESTIONS ON THE BACK OF EACH PAGE

Appendix B Continued

1. A girl is most likely to become pregnant:
 - a. during the time of her monthly period.
 - b. around the time of ovulation.
 - c. just before she has her monthly period.
 - d. just after she has her monthly period.
2. Which of the following would probably not be related to a mother's poor nutrition during pregnancy?
 - a. premature birth of the infant
 - b. the number of chromosomes in the infant
 - c. low birth weight of the infant
 - d. more complications during delivery
3. The disciplinary actions used by an authoritarian parent might include:
 - a. allowing the child to express feelings.
 - b. considering the rights of others.
 - c. nagging or lectures.
 - d. giving in to a child's nagging.
4. Which of the following is false?
 - a. Children need to feel that their parents love, want, and enjoy them.
 - b. Children need to know that they shouldn't feel angry or jealous.
 - c. Children need to believe that their parents love them regardless of their actions.
 - d. Children need to have a set of moral standards to live by.
5. Every child has a right to:
 - a. be reared by parents with training in parenting skills.
 - b. the best prenatal environment.
 - c. clean, adequate clothing.
 - d. all of the above.
6. A five-year-old's idea of death probably includes:
 - a. understanding that death is the final inevitable outcome of life.
 - b. the belief that death will not occur if he or she is good.
 - c. an understanding of the complex causes of death.
 - d. a keen sense of reverence for life and death.
7. The _____ connects the fetus to the placenta.
 - a. lanugo
 - b. colostrum
 - c. umbilical cord
 - d. episiotomy
8. During childhood, learning begins in:
 - a. the home.
 - b. the kindergarten.
 - c. the preschool.
 - d. the first grade.

Appendix B Continued

9. Which of the following is a good reason to have a baby?
- a. to hold a marriage together
 - b. love for children
 - c. desire to be needed
 - d. have always wanted a child
10. An infant's intellectual development can best be stimulated by...
- a. a small, affectionate pet.
 - b. use of mobiles and colorful toys.
 - c. a busy, noisy environment.
 - d. providing time in a play pen.
11. What is the first opportunity to establish mother-infant bonding?
- a. when the newborn infant is breastfed
 - b. when the newborn infant is placed on the mother's abdomen immediately after birth
 - c. when the parents create a loving home for the newborn
 - d. when the newborn stays in the same room as mother
12. What is the last thing that happens in the delivery process?
- a. baby is born
 - b. uterine bleeding stops.
 - c. placenta is expelled.
 - d. breastmilk is produced.
13. The soft spots on a newborn infant's head are called the:
- a. fontanelles
 - b. vernix
 - c. lanugo
 - d. cartilage
14. A blended family is one in which:
- a. many generations live together in one house.
 - b. parents are of different races.
 - c. one parent is a step-parent.
 - d. parents are of different religions.
15. In an extended family:
- a. three generations live together in one home.
 - b. no one is the real parent.
 - c. parents live in different places from each other.
 - d. the children live with their grandparents, not their parents.
16. The _____ dilates during the second stage of labor.
- a. vernix
 - b. cervix
 - c. lanugo
 - d. breech

Appendix B Continued

17. Which one of the following has the MOST HARMFUL effect on the unborn baby?
- mother's diet
 - mother's occasional drinking of carbonated beverages
 - mother's anxiety and tension during pregnancy
 - mother's smoking cigarettes
18. All children need...
- to attend preschool.
 - lots of toys.
 - to know their home is a safe place they can feel good about.
 - lots of friends.
19. A child's ability to be creative may be lessened when parents:
- present situations that stimulate curiosity.
 - permit the child to explore.
 - accept the child's ideas.
 - provide a model for the child to copy.
20. A gifted child will probably:
- learn rapidly and easily.
 - look funny.
 - have a wide range of interests.
 - a and c
21. Discipline is:
- guidance which fosters self-control.
 - a penalty for inappropriate behavior.
 - punishment.
 - a person's view of himself.
22. When children are learning to dress themselves, provide clothing with:
- large buttons.
 - small buttons and snaps.
 - zippers in the back.
 - separating zippers.
23. When a child swallows a poison, the best response is to:
- try to make the child vomit or throw up immediately.
 - call a doctor or poison control center.
 - keep the child active and moving.
 - have the child drink soda pop.
24. Which is a symptom for concern during pregnancy?
- decrease in the amount of urine passed
 - more frequent urination
 - mucuous discharge from the vagina
 - shortness of breath during the last trimester

Appendix B Continued

25. When does ovulation usually occur on a 28-day menstrual cycle?
- during the first 3-5 days
 - during the first 8-10 days
 - on or about the 14th day
 - during the last 3 or 4 days
26. The Leboyer method of infant delivery is based upon the idea that:
- women in labor need anesthetic.
 - traditional methods of hospital delivery are painful to the newborn.
 - the umbilical cord should be cut immediately.
 - a coach is helpful to the laboring mother.
27. A symptom that a child is being abused might be:
- inability to trust others.
 - regressive behavior.
 - unusual aggressiveness.
 - all of the above
28. An unacceptable alternative for care of a five-year-old child while her parents both work is:
- child care center.
 - baby sitter in the child's home.
 - staying with a seven-year-old sibling.
 - a grandparent.
29. Which is an example of child abuse?
- sending the child to his/her room without dessert
 - not allowing TV viewing for 2 weeks
 - constantly criticizing the child
 - making the child sit on a chair for ten minutes as a punishment
30. How long are sperm cells capable of fertilizing an ovum?
- a few minutes
 - a few hours
 - two days
 - a week
31. Which of the following would not be a sign that an infant might be ill?
- glassy-looking eyes
 - feverish face
 - unusually hungry
 - listlessness
32. Which statement best describes newborn babies?
- They are extremely delicate and fragile.
 - They smile in response to their mother's attention.
 - They cry when hungry or uncomfortable.
 - They need to be fed on a strict schedule.

Appendix B Continued

33. A constructive communication technique might include a parent saying:
- "Good girls don't hit other children."
 - "That was a silly thing to say."
 - "I can understand why you are upset."
 - "Only a slob would dress like that."
34. An Apgar score of seven would be:
- below normal.
 - there is no Apgar score of seven.
 - within a normal range.
 - perfect.
35. Which of the following foods should be limited during pregnancy?
- Milk and cheese
 - Lean milk
 - Desserts
 - Fresh fruits and vegetables
36. Which disease can cause birth defects in an infant if contracted by the mother during early pregnancy?
- rubella
 - pneumonia
 - influenza
 - diabetes
37. A legal procedure for an adult to acquire the rights and assume the responsibilities of a child is called:
- interment.
 - adoption.
 - a blended family.
 - foster parenthood.
38. Which of the following factors would not define a neonate as a high risk infant?
- prematurity
 - rooting reflexes
 - disease
 - brain damage

THE FOLLOWING QUESTIONS HAVE FIVE CHOICES. PLEASE MARK THE LETTER NEXT TO THE APPROPRIATE NUMBER ON YOUR ANSWER SHEET.

39. The two-year-old and four-year-old children in a family are always fighting with each other. What should the parents do?
- let them fight it out
 - lecture them about fighting
 - put them both in separate rooms for a few minutes when a fight begins
 - put the younger child in his room, since he probably starts the fight
 - punish the older child because the younger child cannot defend himself

Appendix B Continued

40. A one-year-old child tries to put a hairpin into an electric wall outlet. What should the parents do?
- cap or plug all wall outlets
 - say "No," and explain to the child why
 - say "No," take the pin away, and slap his hand
 - allow the child to get shocked--he will learn from the experience
 - say "No," take the pin away, and give him something else to play with
41. How often and why should parents compliment and reward their children?
- Very little--too many rewards and compliments spoil a child.
 - Very little--children learn more quickly if punished or scolded when they do something wrong.
 - Both A & B are true.
 - Very often--rewards and compliments lead to good behavior.
 - Very often--these can substitute for spending time with children.
42. An eight-month-old child was just fed and the diaper is dry. The baby has been crying for 10 minutes. What should the parent do?
- ignore the baby
 - call your doctor
 - yell at him to be quiet
 - pick him up until he's quiet
 - pick him up and shake him hard
43. A two-year-old child spills his milk on the floor several times each week. What should the parents do?
- compliment the child when the child drinks his milk without spilling it
 - punish the child by spanking the child three or four times on the bottom
 - take away the child's milk for a few weeks
 - scold the child sternly
 - do or say nothing
44. A three-year-old child wets the bed about once a week. The child never wets during the day. The parents should:
- ignore the behavior--it is probably normal.
 - let the child sleep in a wet bed for a few nights.
 - scold the child--tell the child he is too big to wet the bed.
 - call the doctor, because the child probably has a kidney or bladder infection.
 - say nothing, but waken the child during the night to take the child to the bathroom.
45. Is it harmful to shake a young child after the child has misbehaved?
- Yes; this can cause brain damage.
 - No; this is an acceptable form of punishment.
 - No; this can help the parents to blow off steam safely.
 - No; this is better than spanking the child, and always safer.
 - No; this teaches the child that adults are stronger than the child is.

Appendix B Continued

46. A three-year-old child sucks his thumb. The parents should:
- scold the child for he is too old for this behavior.
 - put the child in his room whenever he sucks his thumb.
 - see the doctor, since this suggests an emotional problem.
 - do and say nothing - this is not abnormal behavior.
 - remove the thumb from the mouth or put medicine on it, since this is not normal behavior.
47. A three-year-old child always denies that he did something--even when caught "red-handed." What should the parents do?
- spank the child for lying
 - lecture the child about lying
 - ignore the child when the child lies--reward the child when the child is honest
 - be patient--at this stage the child mixes up fantasy and reality
 - make the child feel ashamed--tell everyone in the family what the child did
48. A three-year-old stutters. What should the parents do?
- get professional help
 - nothing--this is probably normal
 - slap the child's mouth when he stutters
 - ask the child to slow down or start over
 - imitate the child so the child knows what he sounds like
49. A ten-year-old child gets into a purse and takes 5 dollars. What should the parents do?
- spank the child
 - see a psychologist
 - find out why--make the child return the money
 - put the child to bed after school each day for a week
 - let the child know how they feel about stealing--otherwise, the child will grow up to be a thief
50. An eight-year-old wants to be rewarded for doing dishes. What should the parents do?
- do the dishes themselves
 - spank the child if he refuses to cooperate
 - don't let the child watch TV if he doesn't do the dishes
 - agree upon a fair reward and then give it only when the job is well done
 - tell the child that parents do not get rewarded for doing housework and that neither should he
51. What is the best way to toilet train a child?
- let the child train himself
 - begin at age 2 years, use simple steps, reward the child when he uses the toilet
 - begin at age 2 years, use firmness and give spankings when the child has "accidents"
 - begin at age 1 year, use firmness and spank when the child has "accidents"
 - begin at age 1 year, use simple steps, and reward the child when the child uses the toilet

Appendix B Continued

52. A two-year-old has a temper tantrum in the grocery store because the parent won't buy him candy. The parent should:
- a. ignore the child.
 - b. buy the child the candy.
 - c. lock the child in the car.
 - d. slap the child to get him quiet.
 - e. threaten to take the child home.

53. A two-year-old child gets into a purse and takes some pennies. What should the parents do?
- a. threaten to spank the child if the child does it again
 - b. do or say nothing--the child didn't know he was stealing
 - c. keep the money locked up
 - d. lecture the child about stealing
 - e. give the child a spanking the child will never forget

THE FOLLOWING QUESTIONS HAVE FOUR CHOICES. PLEASE MARK THE LETTER NEXT TO THE APPROPRIATE NUMBER ON YOUR ANSWER SHEET.

54. The main reason that parents abuse children is:
- a. because of problems in their own lives.
 - b. to make children learn to obey.
 - c. because nothing else works.
 - d. to teach children right from wrong.
55. Sudden Infant Death Syndrome is usually the result of:
- a. prematurity.
 - b. poor parenting skills.
 - c. suffocation by a pillow.
 - d. prenatal contraction of rubella.
56. To prevent problems at mealtime, a parent should:
- a. make the child eat everything served.
 - b. insist on large servings.
 - c. promise dessert as a reward.
 - d. provide a pleasant atmosphere.
57. Parents can help children experience art media with greater freedom and enjoyment by:
- a. giving a child a model or pattern to copy.
 - b. drawing pictures for the child.
 - c. telling the child how the picture should be done.
 - d. providing a plastic apron or an old shirt and protection for the floor or table.
58. Which of the following best describes a one-parent family?
- a. man and a child or children
 - b. one adult and a child or children
 - c. mother and a child or children
 - d. stepparent and a child or children

Appendix B Continued

59. There is a critical time during the development of an unborn baby when the baby will more likely be harmed by certain drugs. This period is:
- during the first three months of pregnancy
 - during the second three months of pregnancy
 - during the last three months of pregnancy
 - just before birth
60. Up to two weeks before delivery, the expectant mother may experience:
- easier breathing as pressure against the ribs and chest are lessened.
 - less of a desire to urinate because the baby is placing less pressure on the bladder.
 - a shifting upward of the weight of the baby.
 - less back discomfort.
61. What would be the most effective way to decide to become a parent?
- examine one's feelings and reasons for wanting a child
 - talk with others who have reared children
 - read books and magazine articles on parenting
 - do all the "fun" things one wants to do
62. The _____ indicates the healing process of the uterus after pregnancy.
- lochia
 - lactation
 - cesarean
 - toxemia
63. Which of the following is not true of basic principles of child development?
- Development occurs in spurts.
 - Development may be speeded up by special programs.
 - A child's heredity and environment affects his/her development.
 - Individual differences are always apparent in a child's development.
64. In order to produce an adult who can contribute to a democratic society, a parent should:
- teach the child to fear adults.
 - urge the child to be aggressive.
 - encourage the child to think for himself.
 - give the child complete freedom.
65. What is the first step in developing confidence in your ability to be a parent?
- Accept yourself as you are.
 - Specialize in what you do best.
 - Set attainable goals for yourself.
 - Find opportunities to work with children.

Appendix B Continued

66. Child abuse can best be defined as:
- inadequate emotional support by a parent.
 - repeated beating or burnings resulting in physical injury by a parent.
 - verbal or sexual harrassment by a parent.
 - repeated physical beatings or burnings, verbal harrassment, and neglect by the parent or guardian.
67. Where is an egg cell usually fertilized?
- uterus
 - vagina
 - fallopian tube
 - ovary
68. Which of the following treatments should be used for minor burns?
- hold the burned area under lukewarm running water
 - cover the burned area with butter
 - immediately place the burned area in cold water
 - break the small blisters which form
69. Parents can help their children develop healthy self-concepts by:
- providing confidence-building activities.
 - making all the decisions for their children.
 - telling their children what is wrong with them.
 - giving their children love only when they are good.
70. When someone significant dies, all children need is:
- to be told that death is like sleep.
 - to be encouraged to mourn.
 - to be protected from other's sorrow.
 - to not attend the funeral.
71. Guidance:
- is everything adults do to influence children's behavior.
 - helps the child learn to control his own behavior.
 - may be direct or indirect.
 - is all of the above.
72. In helping children develop sound language patterns, parents should not:
- use short words and sentences.
 - use baby talk.
 - speak clearly in normal tones.
 - speak slowly.
73. With what kind of play activities can a 2-year-old be most successful?
- coloring pictures
 - cutting with child-size scissors
 - stacking blocks into towers of four high
 - riding a tricycle

Appendix B Continued

74. Mary and Charles are the parents of a new baby. Mary and Charles are talking with the baby's grandparents about how to take care of a newborn baby. Each person has a different idea about what is the MOST IMPORTANT IN CARING FOR A NEWBORN BABY.

GRANDMOTHER believes that a newborn baby should be taught that he must wait for food and comfort.

MARY believes that a newborn baby needs lots of interesting things to look at and listen to.

CHARLES believes that a newborn baby must learn right away to recognize the mother.

GRANDFATHER believes that a newborn baby needs to be held and cuddled while he is being fed.

Based on what you know about newborn infants, who do you think is right?

- a. Grandmother
- b. Mary
- c. Charles
- d. Grandfather

75. Mary, Charles and the grandparents also have different ideas about TALKING TO A NEWBORN INFANT WHILE HE EATS.

GRANDMOTHER says, "Don't talk to the baby while you feed him because it will disturb his eating."

MARY says, "It is good to talk in a soft voice while you feed the baby because it will help him learn to learn to link the human voice with good things."

CHARLES says, "Talk in a soft voice while the baby eats because it will help him learn words."

GRANDFATHER says, "Don't talk to the baby while he eats because he will always want attention from adults when he eats."

Based on what you know about newborn infants, who do you think is right?

- a. Grandmother
- b. Mary
- c. Charles
- d. Grandfather

PLEASE CONTINUE, AND TURN THE PAGE.

Appendix B Continued

76. Tim is 18 months old. He's the baby in a large family. His older sister tells him to get in his high chair for dinner. HE SAYS "NO" AND RUNS AWAY. The other brothers and sisters in the family suggest what to do with this behavior.

JOHNNIE (11 years old) says, "I give him a soft swat on the bottom when he does that."

HENRY (16 years old) says, "I just pick him up and put him in his high chair."

JENNIE (18 years old) says, "I give him a little talk about how important it is for him to obey."

BILLY (14 years old) says, "I tell him he's a bad boy and then ask him again to come get in his high chair."

Based on what you know about toddlers, who do you think is right?

- a. Johnnie
- b. Henry
- c. Jennie
- d. Billy

77. Jeanette's baby is 15 months of age. Jeanette is talking to her aunt, uncle, and mother about HOW BABIES LEARN TO TALK.

AUNT ROSE says, "Children learn to talk by themselves."

JEANETTE says, "I think the best way for children to learn to talk is from listening to T.V."

JEANETTE'S MOTHER says, "The best way for a child to learn to talk is from adults who talk to him."

UNCLE DAVE says, "Hearing adults talk to each other is the best way for a child to learn to talk."

Based on what you know about infants, who do you think is right?

- a. Aunt Rose
- b. Jeanette
- c. Jeanette's Mother
- d. Uncle Dave

Appendix C

Initial Letter to Pilot Teachers

^D

^F1^

^F2^

^F3^

^F4^

Dear ^F5^:

Since the Parenthood Education Curriculum Guide was issued in 1982, many high school students in Louisiana have been enrolled in the Parenthood Education Semester Course. A need exists to determine the effectiveness of this course and whether changes in the curriculum guide would be beneficial.

The Department of Home Economics at Northwestern State University has recently received Vocational Education funding to conduct a study to determine the effectiveness of the Parenthood Education Semester Course. We are asking for your help in conducting this project.

A pilot questionnaire is being developed which will be used next fall in schools where the Parenthood Education Semester Course is taught. We would like your help in administering this pilot questionnaire in your home economics classes during this spring semester. The questionnaire may take a class period to complete. Your help will allow us to develop the final questionnaire for Fall 1987 administration.

Please complete and return the attached information sheet by ^F6^. The information will indicate your willingness to participate in administering the pilot questionnaire. An envelope is enclosed for you to return the completed information sheet. If you have questions, please call (318) 357-5587.

Thank you for your help.

Sincerely,

Sally N. Hunt, Director
Parenthood Education Project

Appendix D
Information Sheet to Pilot Teachers

PARENTHOOD EDUCATION PROJECT
Information Sheet

Name: _____

School: _____

Address: _____

Telephone: _____

Size of School: (check one)

_____ 274 or fewer students (Class A)	_____ 500-1074 students (Class AAA)
_____ 275-499 students (Class AA)	_____ 1075 or more students (Class AAAA)

Average size of Parenthood Education Semester Course you teach per semester: (check one)

_____ 10 or fewer students	_____ 31 to 40 students
_____ 11 to 20 students	_____ 41 or more students
_____ 21 to 30 students	

How many semesters have you taught the Parenthood Education Semester Course? (check one)

_____ one semester

_____ two to four semesters

_____ five or more semesters

Do you plan to teach Parenthood Education Semester Course during the fall of 1987?

_____ yes _____ no

If yes, would you be willing to administer a pre/post-questionnaire in your Parenthood Education Semester Course?

_____ yes _____ no

THANK YOU!

Please return in the enclosed envelope by _____.

Appendix E

Instructions for Administration of
Pilot Questionnaire

PARENTHOOD EDUCATION PROJECT
INSTRUCTIONS TO TEACHER

Thank you for agreeing to administer a pilot questionnaire for the Parenthood Education Project in your home economics classes during this spring semester.

Enclosed are: _____

For your classes: _____

Directions:

1. Due to the length and time involved for the students to respond, we are asking that you administer this questionnaire during two different class periods. Also, please administer the same number of questionnaires on the first and second days.
2. Enclosed are consent forms for the students to complete and date PRIOR to distributing the questionnaire. Please have the students complete the consent forms and place them in the separate envelope in which they are enclosed so that anonymity of the participants may be maintained.
3. On the first day of administration, have students complete Section "A". There is a code number on each questionnaire. Please instruct students to make no identifying marks as to their identity on the questionnaire, just their responses. After students have completed Section "A", your help is requested in maintaining confidentiality of the contents of the questionnaire and the completed responses.
4. On the second day of administration, have students complete Section "B", and use the blue score sheet to record their answers. A No. 2 lead pencil is to be used to record the responses on the blue score sheet which will be machine scored. There will be a code number on the blue score sheet and on Section "B"; these code numbers are for statistical purposes but do not identify the participants. MAKE SURE STUDENTS DO NOT PUT THEIR NAMES ON THE BLUE SCORE SHEETS. After the students have completed Section "B", please seal blue score sheets in the envelopes provided.

Appendix E Continued

5. Please return materials in the container in which they were mailed. Postage and labels are enclosed. Please check to see that you return the following:
 - a. Consent forms in envelope
 - b. Completed Section "A"
 - c. Blue score sheets in envelope
 - d. Section "B"
 - e. Any of these materials not completed
6. Since this is a pilot questionnaire, we would appreciate your letting us know of questions from the students concerning items on the questionnaire or any difficulties you have in administering the questionnaire. There is a "Teacher Comments" section below for your suggestions and feedback.
7. PLEASE RETURN THE COMPLETED (OR BLANK) MATERIALS BY FRIDAY, MAY 8.

Thank you very much for your cooperation in helping us to improve the Parenthood Education Semester Course. Please call us at NSU's Department of Home Economics, (318) 357-5587, if we can answer any questions.

Dr. Sally Hunt
Dr. Mary Beth Mann
Toni Wing

TEACHER COMMENTS:

Appendix F

Permission Form for Pilot Questionnaire

Dear Student,

Please review the attached questionnaire and sign, date, and return this form to your teacher BEFORE completing the questionnaire.

Thank you.

I understand that I am voluntarily completing the attached questionnaire about what I know, think, and believe about such topics as pregnancy, children, families, and marriage.

Signature of Student

Date

Appendix G

Parenthood Education QuestionnaireParenthood Education Questionnaire

Code _____

Instructions: Please complete the following information.

1. When were you born? _____/_____/_____
month day year
 2. Are you a . . .
(check one)
_____ Male _____ Female
 3. What was the last grade you completed?
(check one)
_____ 12 _____ 11 _____ 10 (or below)
 4. Are you the only child that your parents have?
(check one)
_____ Yes _____ No
If you answered "No," how many children in your family including yourself? (check one)
_____ 2 _____ 3 _____ 4 _____ 5 _____ 6 and above
 5. With whom do you live? You may check as many responses as you need.
_____ Mother _____ Father _____ Brother _____ Sister
_____ Other (Who?): _____
 6. What is your father's occupation? _____
(briefly describe what he does on his job)
 7. What is your mother's occupation? _____
(briefly describe what she does on her job)
 8. What are the highest grades your parents completed?
(check one for each parent)
- | Mother | Father | |
|--------|--------|---|
| _____ | _____ | Less than 7th grade |
| _____ | _____ | 7th - 9th grade |
| _____ | _____ | 10th - 11th grade |
| _____ | _____ | Completed high school, technical school or trade school |
| _____ | _____ | Some college |
| _____ | _____ | Graduated from college |
| _____ | _____ | Advanced degree |

Appendix G Continued

9. Religious preference:
(check one)

- ☐ None
☐ Catholic
☐ Protestant
☐ Jewish
☐ Other (specify):

10. Are you . . .
(check one)

- ☐ Black
☐ White
☐ Spanish
☐ Oriental
☐ Other (specify):

11. Are you . . .
(check one)

- ☐ Single
☐ Married
☐ Separated
☐ Previously Married

12. Are you a parent now?
(check one)

- ☐ Yes ☐ No

If you answered "yes," does your
child live with you all the time?
(check one)

- ☐ Yes ☐ No

13. What experience(s) have you had with children?
(please check all that apply)

- ☐ No previous experience
☐ Babysitting
☐ Taking care of brothers and sisters
☐ Taking care of my own child(ren)
☐ Have taken previous courses with child care content
☐ Other (specify): _____

Appendix G Continued

Part I.

Instructions: Circle the letter of the correct choice.

1. A girl is most likely to become pregnant:
 - a. during the time of her monthly period.
 - b. around the time of ovulation.
 - c. just before she has her monthly period.
 - d. just after she has her monthly period.
2. Which of the following is FALSE?
 - a. Children need to feel that their parents love, want, and enjoy them.
 - b. Children need to know that they shouldn't feel angry or jealous.
 - c. Children need to believe that their parents love them regardless of their actions.
 - d. Children need to have a set of moral standards to live by.
3. Every child has a right to:
 - a. be reared by parents with training in parenting skills.
 - b. the best prenatal environment.
 - c. clean, adequate clothing.
 - d. all of the above.
4. A five-year-old's idea of death probably includes:
 - a. understanding that death is the final inevitable outcome of life.
 - b. the belief that death will not occur if he or she is good.
 - c. an understanding of the complex causes of death.
 - d. a keen sense of reverence for life and death.
5. An infant's intellectual development can BEST be stimulated by:
 - a. a small, affectionate pet.
 - b. use of mobiles and colorful toys.
 - c. a busy, noisy environment.
 - d. providing time in a play pen.

Appendix G Continued

6. What is the first opportunity to establish mother-infant bonding?
 - a. when the newborn infant is breastfed
 - b. when the newborn infant is placed on the mother's abdomen immediately after birth
 - c. when the parents create a loving home for the newborn
 - d. when the newborn stays in the same room as mother
7. The soft spots on a newborn infant's head are called:
 - a. fontanels.
 - b. vernix.
 - c. lanugo.
 - d. cartilage.
8. Which one of the following has the MOST HARMFUL effect on the unborn baby?
 - a. mother's diet
 - b. mother's occasional drinking of carbonated beverages
 - c. mother's anxiety and tension during pregnancy
 - d. mother's smoking cigarettes
9. ALL children need:
 - a. to attend preschool.
 - b. lots of toys.
 - c. to know their home is a safe place they can feel good about.
 - d. lots of friends.
10. A child's ability to be creative may be LESSENEd when parents:
 - a. present situations that stimulate curiosity.
 - b. permit the child to explore.
 - c. accept the child's ideas.
 - d. provide a model for the child to copy.
11. When children are learning to dress themselves, provide clothing with:
 - a. large buttons.
 - b. small buttons and snaps.
 - c. zippers in the back.
 - d. separating zippers.

Appendix G Continued

12. The _____ dilates during the second stage of labor.
- a. vernix
 - b. cervix
 - c. lanugo
 - d. breech
13. A symptom that a child is being abused might be:
- a. inability to trust others.
 - b. regressive behavior.
 - c. unusual aggressiveness.
 - d. all of the above.
14. An unacceptable alternative for care of a five-year-old child while her parents both work is:
- a. a child care center.
 - b. a babysitter in the child's home.
 - c. staying with a seven-year-old sibling.
 - d. staying with a grandparent.
15. How long are sperm cells capable of fertilizing an ovum?
- a. a few minutes
 - b. a few hours
 - c. two days
 - d. a week
16. Which of the following would NOT be a sign that an infant might be ill?
- a. glassy-looking eyes
 - b. feverish face
 - c. unusually hungry
 - d. listlessness
17. A constructive communication technique might include a parent saying:
- a. "Good girls don't hit other children."
 - b. "That was a silly thing to say."
 - c. "I can understand why you are upset."
 - d. "Only a slob would dress like that."
18. An Apgar score of seven would be:
- a. below normal.
 - b. incorrect; there is no Apgar score of seven.
 - c. within a normal range.
 - d. perfect.

Appendix G Continued

19. Which of the following foods should be limited during pregnancy?
 - a. Milk and cheese
 - b. Lean meat
 - c. Desserts
 - d. Fresh fruits and vegetables
20. A legal procedure for an adult to acquire the rights and assume the responsibilities of a child is called:
 - a. interment.
 - b. adoption.
 - c. legalization.
 - d. foster parenthood.
21. Which of the following factors would NOT define a neonate as a high risk infant?
 - a. prematurity
 - b. rooting reflexes
 - c. disease
 - d. brain damage
22. The main reason that parents abuse children is:
 - a. because of problems in their own lives.
 - b. to make children learn to obey.
 - c. because nothing else works.
 - d. to teach children right from wrong.
23. To prevent problems at mealtime, a parent should:
 - a. make the child eat everything served.
 - b. insist on large servings.
 - c. promise dessert as a reward.
 - d. provide a pleasant atmosphere.
24. Parents can help children experience art media with greater freedom and enjoyment by:
 - a. giving a child a model or pattern to copy.
 - b. drawing pictures for the child.
 - c. telling the child how the picture should be done.
 - d. providing a plastic apron or an old shirt and protection for the floor or table.

Appendix G Continued

25. Which of the following BEST describes a one-parent family?
- a. father and a child or children
 - b. one adult and a child or children
 - c. mother and a child or children
 - d. stepparent and a child or children
26. A critical time during development when an unborn baby will more likely be harmed by certain drugs is:
- a. during the first three months of pregnancy.
 - b. during the second three months of pregnancy.
 - c. during the last three months of pregnancy.
 - d. just before birth.
27. What would be the most effective way to decide to become a parent?
- a. examine one's feelings and reasons for wanting a child
 - b. talk with others who have reared children
 - c. read books and magazine articles on parenting
 - d. do all the "fun" things one wants to do
28. Which of the following is NOT TRUE of basic principles of child development?
- a. Development occurs in spurts.
 - b. Development may be speeded up by special programs.
 - c. A child's heredity and environment affects his/her development.
 - d. Individual differences are always apparent in a child's development.
29. In order to produce an adult who can contribute to a democratic society, a parent should:
- a. teach the child to fear adults.
 - b. urge the child to be aggressive.
 - c. encourage the child to think for himself.
 - d. give the child complete freedom.
30. Which is an example of child abuse?
- a. sending the child to his/her room without dessert
 - b. not allowing TV viewing for 2 weeks
 - c. constantly criticizing the child
 - d. making the child sit on a chair for ten minutes as a punishment

Appendix G Continued

31. Where is an egg cell usually fertilized?
- a. uterus
 - b. vagina
 - c. fallopian tube
 - d. ovary
32. Which of the following treatments should be used for minor burns?
- a. hold the burned area under lukewarm running water
 - b. cover the burned area with butter
 - c. immediately place the burned area in cold water
 - d. break the small blisters which form
33. Parents can help their children develop healthy self-concepts by:
- a. providing confidence-building activities.
 - b. making all the decisions for their children.
 - c. telling their children what is wrong with them.
 - d. giving their children love only when they are good.
34. Guidance:
- a. is everything adults do to influence children's behavior.
 - b. helps the child learn to control his own behavior.
 - c. may be direct or indirect.
 - d. is all of the above.
35. Child abuse can BEST be defined as:
- a. inadequate emotional support by a parent.
 - b. repeated beatings or burnings resulting in physical injury by a parent.
 - c. verbal or sexual harrassment by a parent.
 - d. repeated physical beatings or burnings, verbal harrassment, and neglect by the parent or guardian.
36. With what kind of play activities can a 2-year-old be most successful?
- a. coloring pictures
 - b. cutting with child-size scissors
 - c. stacking blocks into towers of four high
 - d. riding a tricycle

Appendix G Continued

37. Mary and Charles are the parents of a new baby. Mary and Charles are talking with the baby's grandparents about how to take care of a newborn baby. Each person has a different idea about what is the MOST IMPORTANT IN CARING FOR A NEWBORN BABY.

GRANDMOTHER believes that a newborn baby should be taught that he must wait for food and comfort.

MARY believes that a newborn baby needs lots of interesting things to look at and listen to.

CHARLES believes that a newborn baby must learn right away to recognize the mother.

GRANDFATHER believes that a newborn baby needs to be held and cuddled while he is being fed.

Based on what you know about newborn infants, who do you think is right?

- a. Grandmother
- b. Mary
- c. Charles
- d. Grandfather

38. Mary, Charles and the grandparents also have different ideas about TALKING TO A NEWBORN INFANT WHILE HE EATS.

GRANDMOTHER says, "Don't talk to the baby while you feed him because it will disturb his eating."

MARY says, "It is good to talk in a soft voice while you feed the baby because it will help him learn to link the human voice with good things."

CHARLES says, "Talk in a loud voice while the baby eats because it will help him learn words."

GRANDFATHER says, "Don't talk to the baby while he eats because he will always want attention from adults when he eats."

Based on what you know about newborn infants, who do you think is right?

- a. Grandmother
- b. Mary
- c. Charles
- d. Grandfather

Appendix G Continued

39. Tim is 18 months old. He's the baby in a large family. His older sister tells him to get in his high chair for dinner. HE SAYS "NO" AND RUNS AWAY. The other brothers and sisters in the family suggest what to do with this behavior.

JOHNNIE (11 years old) says, "I give him a soft swat on the bottom when he does that."

HENRY (16 years old) says, "I just pick him up and put him in his high chair."

JENNIE (18 years old) says, "I give him a little talk about how important it is for him to obey."

BILLY (14 years old) says, "I tell him he's a bad boy and then ask him again to come get in his high chair."

Based on what you know about toddlers, who do you think is right?

- a. Johnnie
- b. Henry
- c. Jennie
- d. Billy

40. Jeanette's baby is 15 months of age. Jeanette is talking to her aunt, uncle, and mother about HOW BABIES LEARN TO TALK.

AUNT ROSE says, "Children learn to talk by themselves."

JEANETTE says, "I think the best way for children to learn to talk is from listening to T.V."

JEANETTE'S MOTHER says, "The best way for a child to learn to talk is from adults who talk to him."

UNCLE DAVE says, "Hearing adults talk to each other is the best way for a child to learn to talk."

Based on what you know about infants, who do you think is right?

- a. Aunt Rose
- b. Jeanette
- c. Jeanette's Mother
- d. Uncle Dave

Appendix G Continued

41. The two-year-old and four-year-old children in a family are always fighting with each other. What should the parents do?
- a. let them fight it out
 - b. lecture them about fighting
 - c. put them both in separate rooms for a few minutes when a fight begins
 - d. put the younger child in his room, since he probably starts the fight
 - e. punish the older child because the younger child cannot defend himself
42. A one-year-old child tries to put a hairpin into an electric wall outlet. What should the parents do?
- a. cap or plug all wall outlets
 - b. say "No," and explain to the child why
 - c. say "No," take the pin away, and slap his hand
 - d. allow the child to get shocked--he will learn from the experience
 - e. say "No," take the pin away, and give him something else to play with
43. How often and why should parents compliment and reward their children?
- a. Very little--too many rewards and compliments spoil a child.
 - b. Very little--children learn more quickly if punished or scolded when they do something wrong.
 - c. Both a. and b. are true.
 - d. Very often--rewards and compliments lead to good behavior.
 - e. Very often--these can substitute for spending time with children.
44. An eight-month-old child was just fed and the diaper is dry. The baby has been crying for 10 minutes. What should the parent do?
- a. ignore the baby
 - b. call your doctor
 - c. yell at him to be quiet
 - d. pick him up until he's quiet
 - e. pick him up and shake him hard

Appendix G Continued

45. A two-year-old child spills his milk on the floor several times each week. What should the parents do?
- compliment the child when the child drinks his milk without spilling it
 - punish the child by spanking the child three or four times on the bottom
 - take away the child's milk for a few weeks
 - scold the child sternly
 - do or say nothing
46. A three-year-old child wets the bed about once a week. The child never wets during the day. The parents should:
- ignore the behavior--it is probably normal.
 - let the child sleep in a wet bed for a few nights.
 - scold the child--tell the child he is too big to wet the bed.
 - call the doctor, because the child probably has a kidney or bladder infection.
 - say nothing, but waken the child during the night to take the child to the bathroom.
47. A three-year-old stutters. What should the parents do?
- get professional help
 - nothing--this is probably normal
 - slap the child's mouth when he stutters
 - ask the child to slow down or start over
 - imitate the child so the child knows what he sounds like
48. Is it harmful to shake a young child after the child has misbehaved?
- Yes; this can cause brain damage.
 - No; this is an acceptable form of punishment.
 - No; this can help the parents to blow off steam safely.
 - No; this is better than spanking the child, and always safer.
 - No; this teaches the child that adults are stronger than the child is.
49. A three-year-old child sucks his thumb. The parents should:
- scold the child for he is too old for this behavior.
 - put the child in his room whenever he sucks his thumb.
 - see the doctor, since this suggests an emotional problem.
 - do and say nothing--this is not abnormal behavior.
 - remove the thumb from the mouth or put medicine on it, since this is not normal behavior.

Appendix G Continued

50. A three-year-old child always denies that he did something--even when caught "red-handed." What should the parents do?
- a. spank the child for lying
 - b. lecture the child about lying
 - c. ignore the child when the child lies--reward the child when the child is honest
 - d. be patient--at this stage the child mixes up fantasy and reality
 - e. make the child feel ashamed--tell everyone in the family what the child did
51. A ten-year-old child gets into a purse and takes 5 dollars. What should the parents do?
- a. spank the child
 - b. see a psychologist
 - c. find out why--make the child return the money
 - d. put the child to bed after school each day for a week
 - e. let the child know how they feel about stealing--otherwise, the child will grow up to be a thief
52. An eight-year-old wants to be rewarded for doing dishes. What should the parents do?
- a. do the dishes themselves
 - b. spank the child if he refuses to cooperate
 - c. don't let the child watch TV if he doesn't do the dishes
 - d. agree upon a fair reward and then give it only when the job is well done
 - e. tell the child that parents do not get rewarded for doing housework and that neither should he
53. What is the best way to toilet train a child?
- a. let the child train himself
 - b. begin at age 2 years, use simple steps, reward the child when he uses the toilet
 - c. begin at age 2 years, use firmness and give spankings when the child has "accidents"
 - d. begin at age 1 year, use firmness and spank when the child has "accidents"
 - e. begin at age 1 year, use simple steps, and reward the child when the child uses the toilet

Appendix G Continued

54. A two-year-old has a temper tantrum in the grocery store because the parent won't buy him candy. The parent should:
- a. ignore the child.
 - b. buy the child the candy.
 - c. lock the child in the car.
 - d. slap the child to get him quiet.
 - e. threaten to take the child home.
55. A two-year-old child gets into a purse and takes some pennies. What should the parents do?
- a. threaten to spank the child if the child does it again
 - b. do or say nothing--the child didn't know he was stealing
 - c. keep the money locked up
 - d. lecture the child about stealing
 - e. give the child a spanking the child will never forget

Appendix G Continued

Part II.

Instructions: Select the answer that best describes HOW WELL YOU THINK YOU CAN DO EACH LISTED ACTIVITY. Use the code listed below to select the answer for each of the questions which follow. Record the LETTER OF YOUR CHOICE in the space to the left of each question.

- a. Extremely well
- b. Very well
- c. Not sure
- d. Not very well
- e. Not well at all

HOW WELL DO YOU THINK YOU CAN . . .

- _____ 56. ...choose activities that encourage the creativity of a seven-year-old?
- _____ 57. ...choose the right foods for a six-month-old infant?
- _____ 58. ...adjust to parenthood?
- _____ 59. ...choose an adequate child care center for a four-year-old child?
- _____ 60. ...choose clothing for an infant?
- _____ 61. ...help a child understand a parent's death?
- _____ 62. ...assign an eight-year-old household responsibilities that he/she can accomplish easily?
- _____ 63. ...make an intelligent decision about when to become a parent?
- _____ 64. ...provide for a safe environment in which a one-year-old infant can play?
- _____ 65. ...list the stages of prenatal growth?
- _____ 66. ...handle the temper tantrums of a two-year-old?
- _____ 67. ...decide what types of discipline to use, in different situations?
- _____ 68. ...care for a newborn infant?
- _____ 69. ...identify abnormal symptoms in a pregnant woman?
- _____ 70. ...care for a two-year-old with a high fever?

Appendix G Continued

Cont'd - Select the answer that best describes HOW WELL YOU THINK YOU CAN DO EACH LISTED ACTIVITY. Use the code listed below to select the answer for each of the questions which follow. Record the LETTER OF YOUR CHOICE in the space to the left of each question.

- a. Extremely well
- b. Very well
- c. Not sure
- d. Not very well
- e. Not well at all

HOW WELL DO YOU THINK YOU CAN . . .

- _____ 71. ...encourage open communication with a nine-year-old?
- _____ 72. ...identify a gifted child?
- _____ 73. ...identify child abuse?
- _____ 74. ...help a child learn to talk?
- _____ 75. ...understand the imagination of a five-year-old?
- _____ 76. ...toilet train a two-year-old?
- _____ 77. ...help an eighteen-month-old infant feed himself?
- _____ 78. ...choose games that will be fun, yet teach a five-year-old basic math concepts?
- _____ 79. ...prevent unwanted pregnancy?
- _____ 80. ...discipline a preschooler?
- _____ 81. ...know when a pregnant woman is going into labor?
- _____ 82. ...choose a book to read to a three-year-old?
- _____ 83. ...know what to do when you identify a child abuse problem?

Appendix G Continued

Part III.

Instructions: Select the choice which best describes YOUR OPINION of the statements below. Use the listed code to select your answer for each of the questions which follow. Record the LETTER OF YOUR CHOICE in the space to the left of each question.

- a. Strongly agree
- b. Agree
- c. Not sure
- d. Disagree
- e. Strongly disagree

- _____ 84. Even during a planned pregnancy, most women feel apprehensive about their changing bodies and the anticipated new experiences and responsibilities.
- _____ 85. The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.
- _____ 86. Boys act like boys and girls act like girls because boys and girls are different when they are born.
- _____ 87. Children are wonderful.
- _____ 88. Children would be happier and better behaved if parents would show an interest in them.
- _____ 89. Children should be encouraged to participate in family decisionmaking.
- _____ 90. People should wait to have children until they can provide adequately for them.
- _____ 91. Children should feel free to tell their parents whenever they think family rules are unreasonable.
- _____ 92. Because of motherly instincts, all mothers love their children from the minute their babies are born.
- _____ 93. People have natural parenting instincts.
- _____ 94. Children should share in the cooking, housework, laundry, and other work around the home.
- _____ 95. Fathers and mothers should share equally in the responsibility of raising their children.
- _____ 96. Parents very often feel that they can't stand their children a moment longer.

Appendix G Continued

Cont'd - Select the choice which best describes YOUR OPINION of the statements below. Use the listed code to select your answer for each of the questions which follow. Record the LETTER OF YOUR CHOICE in the space to the left of each question.

- a. Strongly agree
- b. Agree
- c. Not sure
- d. Disagree
- e. Strongly disagree

- ____ 97. Before they marry, it is important for couples to discuss how many children they will have.
- ____ 98. Children should be allowed to disagree with their parents if they feel their own ideas are better.
- ____ 99. People can learn to be better parents.
- ____ 100. You can spoil a three-month-old infant if you pick him up whenever he cries.
- ____ 101. Good parents shelter their children from life's difficulties.
- ____ 102. The father is the best parent to discipline a child.
- ____ 103. It is best to have children when you are young so that you can all grow up together.
- ____ 104. Children need to learn to do things on their own.
- ____ 105. Pregnant women should eat twice as much food because they are "eating for two".
- ____ 106. Children learn important things by playing.
- ____ 107. A child has a right to his/her own point of view and has a right to express it.
- ____ 108. Some children are so bad that they must be taught to fear adults for their own good.
- ____ 109. A woman can have a job and still be a good mother.
- ____ 110. Early parent approval helps children develop positive self-concepts.
- ____ 111. In families where there is only one parent present, the children can still grow up normally.

Appendix G Continued

Cont'd - Select the choice which best describes YOUR OPINION of the statements below. Use the listed code to select your answer for each of the questions which follow. Record the LETTER OF YOUR CHOICE in the space to the left of each question.

- a. Strongly agree
- b. Agree
- c. Not sure
- d. Disagree
- e. Strongly disagree

- ____ 112. Mothers who work outside the home frequently do so in order to have money to spend on luxury items.
- ____ 113. Parenting education prevents child abuse.
- ____ 114. Gifted or talented children have special emotional needs.
- ____ 115. After a divorce, children belong with their mothers.
- ____ 116. The only reason people get married is to have children.
- ____ 117. Parents should share most of the responsibilities of caring for a child, even if only one parent works outside of the home.
- ____ 118. Relatives, like grandparents, uncles, and aunts, should be involved in helping to raise children.
- ____ 119. Parents should be concerned if their twenty-month-old toddler throws tantrums.
- ____ 120. Accepting a foster child into your home is a parenting option.

Appendix H

Table A-1

Demographic Characteristics of Pretest StudentsSize of School (n=123)

Athletic Classification	Frequency	Percentage
A	53	43.1
AA	29	23.6
AAA	15	12.2
AAAA	26	21.1
Total	123	100.0

Appendix H Continued

Table A-2

Demographic Characteristics of Pretest Students:Geographic Region (n=123)

Geographic Region	Frequency	Percentage
Northeast	29	23.6
Southeast	15	12.2
Northwest	34	27.6
Southwest	45	36.6
Total	123	100.0

Appendix H Continued

Table A-3

Demographic Characteristics of Pretest Students:Age of Student (n=123)

Age of Student (in years)	Frequency	Percentage
14	2	1.6
15	14	11.4
16	47	38.2
17	39	31.7
18	21	17.1
Total	123	100.0

Appendix H Continued

Table A-4

Demographic Characteristics of Pretest Students:Sex of Student (n=123)

Sex of Student	Frequency	Percentage
Male	27	22.0
Female	96	78.0
Total	123	100.0

Appendix H Continued

Table A-5

Demographic Characteristics of Pretest Students:Grade Level of Student (n=123)

Grade Level of Student	Frequency	Percentage
Senior	1	.8
Junior	57	46.3
Sophomore	65	52.8
Total	123	100.0

Appendix H Continued

Table A-6

Demographic Characteristics of Pretest Students:Student Classification as Only Child (n=123)

Student Classification as Only Child	Frequency	Percentage
Only Child	8	6.5
Has Sibling	114	92.7
Missing Cases	1	.8
Total	123	100.0

Appendix H Continued

Table A-7

Demographic Characteristics of Pretest Students:Number of Children in the Student's Family (n=123)

Number of Children	Frequency	Percentage
Two	32	26.0
Three or Four	63	51.2
Five or More	21	17.1
Missing Cases	7	5.7
Total	123	100.0

Appendix H Continued

Table A-8

Demographic Characteristics of Pretest Students:Person(s) With Whom the Student Resides (n=123)

Person(s) Resides With	Frequency	Percentage
Mother	26	21.1
Father	2	1.6
Mother and Father	85	69.1
Other Relative/ Guardian	10	8.1
Total	123	100.0

Appendix H Continued

Table A-9

Demographic Characteristics of Pretest Students:Religion of Student (n=123)

Religion of Student	Frequency	Percentage
None	4	3.3
Catholic	50	40.7
Protestant	58	47.2
Jewish	0	0
Other	11	8.9
Total	123	100.0

Appendix H Continued

Table A-10

Demographic Characteristics of Pretest Students:Race of Student (n=123)

Race of Student	Frequency	Percentage
Black	43	35.0
White	79	64.2
Spanish	1	.8
Oriental	0	0
Other	0	0
Total	123	100.0

Appendix H Continued

Table A-11

Demographic Characteristics of Pretest Students:Marital Status of Student (n=123)

Marital Status of Student	Frequency	Percentage
Single	122	99.2
Married	1	.8
Total	123	100.0

Appendix H Continued

Table A-12

Demographic Characteristics of Pretest Students:Student's Classification as Parent (n=123)

Student as Parent	Frequency	Percentage
Parent	3	2.4
Non-Parent	119	96.7
Missing Cases	1	.8
Total	123	100.0

Appendix H Continued

Table A-13

Demographic Characteristics of Pretest Students:Offspring Resides with Student (Parent) (n=123)

Offspring Resides With Student	Frequency	Percentage
Offspring Resides With Student (Parent)	3	2.4
Missing Cases	120	97.6
Total	123	100.0

Appendix H Continued

Table A-14

Demographic Characteristics of Pretest Students:Previous Experience with Children (n=123)

Previous Experience With Children	Frequency	Percentage
Previous Experience	115	93.5
No Previous Experience	8	6.5
Total	123	100.0

Appendix I

Table B-1

Demographic Characteristics of Posttest Students:Size of School (n=249)

Athletic Classification	Frequency	Percentage
A	79	31.7
AA	55	22.1
AAA	66	26.5
AAAA	49	19.7
Total	249	100.0

Appendix I Continued

Table B-2

Demographic Characteristics of Posttest Students:Geographic Region (n=249)

Geographic Region	Frequency	Percentage
Northeast	43	17.3
Southeast	52	20.9
Northwest	69	27.7
Southwest	85	34.1
Total	249	100.0

Appendix I Continued

Table B-3

Demographic Characteristics of Posttest Students:Age of Student (n=249)

Age of Student (in years)	Frequency	Percentage
14	2	.8
15	34	13.7
16	71	28.5
17	103	41.4
18	33	13.3
19	5	2.0
21	1	.4
Total	249	100.0

Appendix I Continued

Table B-4

Demographic Characteristics of Posttest Students:Sex of Student (n=249)

Sex of Student	Frequency	Percentage
Male	49	19.7
Female	200	80.3
Total	249	100.0

Appendix I Continued

Table B-5

Demographic Characteristics of Posttest Student:Grade Level of Student (n=249)

Grade Level of Student	Frequency	Percentage
Senior	7	2.8
Junior	127	51.0
Sophomore	114	45.8
Missing Cases	1	.4
Total	249	100.0

Appendix I Continued

Table B-6

Demographic Characteristics of Posttest Students:Student Classification as Only Child (n=249)

Student Classification as Only Child	Frequency	Percentage
Only Child	15	6.0
Has Sibling	234	94.0
Total	249	100.0

Appendix I Continued

Table B-7

Demographic Characteristics of Posttest Students:Number of Children in the Student's Family (n=249)

Number of Children	Frequency	Percentage
Two	62	24.9
Three or Four	142	57.0
Five or More	29	11.6
Missing Cases	16	6.4
Total	249	100.0

Appendix I Continued

Table B-8

Demographic Characteristics of Posttest Students:Person(s) With Whom Student Resides (n=249)

Person(s) Resides With	Frequency	Percentage
Mother	51	20.5
Father	13	5.2
Mother and Father	165	66.3
Other Relatives/ Guardian	20	8.0
Total	249	100.0

Appendix I Continued

Table B-9

Demographic Characteristics of Posttest Students:Religion of Student (n=249)

Religion of Student	Frequency	Percentage
None	8	3.2
Catholic	113	45.4
Protestant	99	39.8
Jewish	1	.4
Other	25	10.0
Missing Cases	3	1.2
Total	249	100.0

Appendix I Continued

Table B-10

Demographic Characteristics of Posttest Students:Race of Student (n=249)

Race of Student	Frequency	Percentage
Black	73	29.3
White	173	69.5
Spanish	0	0
Oriental	1	.4
Other	1	.4
Missing Cases	1	.4
Total	249	100.0

Appendix I Continued

Table B-11

Demographic Characteristics of Posttest Students:Marital Status of Student (n=249)

Marital Status of Student	Frequency	Percentage
Single	245	98.4
Separated	1	.4
Previously Married	1	.4
Missing Cases	2	.8
Total	249	100.0

Appendix I Continued

Table B-12

Demographic Characteristics of Posttest Students:Student's Classification as Parent (n=249)

Student as Parent	Frequency	Percentage
Parent	10	4.0
Non-Parent	238	95.6
Missing Cases	1	.4
Total	249	100.0

Appendix I Continued

Table B-13

Demographic Characteristics of Posttest Students:Offspring Resides With Student (Parent) (n=249)

Offspring Resides With Student	Frequency	Percentage
Offspring Resides with Student (Parent)	8	3.2
Offspring Does Not Reside With Student (Parent)	5	2.0
Missing Cases	236	94.8
Total	249	100.0

Appendix I Continued

Table B-14

Demographic Characteristics of Posttest Students:Previous Experience With Children (n=249)

Previous Experience With Children	Frequency	Percentage
Previous Experience	238	95.6
No Previous Experience	10	4.0
Missing Cases	1	.4
Total	249	100.0

Appendix J

Initial Letter to Pre/Posttest Teachers

"F1"
"F2"
"F3"
"F4"

Dear "F5":

Since the Parenthood Education Curriculum Guide was issued in 1982, many high school students in Louisiana have been enrolled in the Parenthood Education Semester Course. A need exists to determine the effectiveness of this course and whether changes in the curriculum guide would be beneficial.

The Department of Home Economics at Northwestern State University has recently received Vocational Education funding to conduct a study to determine the effectiveness of the Parenthood Education Semester Course. Records in the Home Economics Section in the State Department of Education indicate you are teaching the Parenthood Education Semester Course this year at your school.

A questionnaire is being developed which will be used next fall in schools where the Parenthood Education Semester Course is taught. In these schools, home economics teachers will administer the pre/post questionnaire related to the course.

We are asking for your help in conducting this project. Please complete and return the attached information sheet. The information is needed to determine which schools will be offering the Parenthood Education Semester Course and to locate possible sites for conducting the study during the fall of 1987. Please return the completed information sheet in the enclosed envelope no later than "F6". If you have questions, please call (318) 357-5587.

Thank you for your help.

Sincerely,

Sally N. Hunt, Director
Parenthood Education Project

Appendix K

Initial Information Sheet to Pre/Posttest Teachers

PARENTHOOD EDUCATION PROJECT
Information Sheet

Name: _____

School:

Address: _____

Telephone: _____

Size of School: (check one)

_____ 274 or fewer students (Class A)	_____ 500-1074 students (Class AAA)
_____ 275-499 students (Class AA)	_____ 1075 or more students (Class AAAA)

Average size of Parenthood Education Semester Course you teach per semester: (check one)

____ 10 or fewer students ____ 31 to 40 students
 ____ 11 to 20 students ____ 41 or more students
 ____ 21 to 30 students

How many semesters have you taught the Parenthood Education Semester Course? (check one)

_____ one semester
_____ two to four semesters
_____ five or more semesters

Do you plan to teach Parenthood Education Semester Course during the fall of 1987?

yes no

If yes, would you be willing to administer a pre/post-questionnaire in your Parenthood Education Semester Course?

yes _____ no _____

THANK YOU!

Please return in the enclosed envelope by February 27, 1987.

Appendix L

Pre/Posttest Teachers

Beverly Beach
Tioga High School
Box 158
Tioga, LA 71477

Fay Brydels
Woodlawn High School
14939 Tiger Bend Road
Baton Rouge, LA 70816

Carolyn Craft
Andrew Jackson High School
Chalmette Avenue at 8th
Street
Chalmette, LA 70043

Cheryl Kibodeaux
Lacassine High School
P. O. Box E, Highway 90
Lacassine, LA 70650

Johnnie Marks
Carencro High School
74 Butcher High School
Lafayette, LA 70507

Zelmarine Murphy
Thomastown High School
Route 2, Box 90
Tallulah, LA 71282

Marilyn Robinson
Kinder High School
P. O. Box 320
Oberlin, LA 70655

Gloria Sweetwyne
Lutcher High School
P. O. Box 489
Lutcher, LA 70071

Ellen Black
Jerry A. Moore High
School
P. O. Box 689
Minden, LA 71055

Rebecca Cooper
Converse High School
P. O. Box 10
Converse, LA 71419

Patsy Johnson
Natchitoches Central High
School
200 Highway, South Bypass
Natchitoches, LA 71457

Marilyn Loftin
Delhi High School
710 Main Street
Delhi, LA 71232

Christine Mayard
Delcambre High School
601 West Main Street
Delcambre, LA 70528

Connie Reeve
Doyline High School
P. O. Box 667
Doyline, LA 71023

Mary Segura
Lake Arthur High School
P. O. Drawer AP
Lake Arthur, LA 70549

Dorothy Thibodeaux
Tara High School
9002 Whitehall
Baton Rouge, LA 70806

Appendix M

Permission Form for
Parenthood Education Questionnaire

Parenthood Education Project

This is to verify that I am voluntarily
completing a questionnaire about such topics as pregnancy,
children, families, and marriage.

Signature of Student

Date

Appendix N

Follow-up Letter to Pre/Posttest Teachers

"D"

"F1"

"F2"

"F3"

"F4"

Dear "F5":

Last February, you responded to an information sheet for the Parenthood Education Project at Northwestern State University. You indicated you are planning to teach the Parenthood Education Semester Course during the fall of 1987. You also indicated you would be willing to administer a questionnaire in the course.

The questionnaire has been piloted and is ready to administer to classes during the fall. You have been selected to administer the questionnaire at the beginning of the fall semester. Students in your Parenthood Education Semester Course would be serving as a pre-test group.

We needed to contact you now to determine if you will still be able to participate in this project sponsored by the State Department of Education. We will also need to know how many student you will have in your Parenthood Education Semester Course. Would you please take a few minutes to respond to the attached information sheet and return it in the enclosed envelope as soon as you have an approximate number of students who will be enrolled in your Parenthood Education class this fall.

Thank you for your help.

Sincerely,

Sally N. Hunt, Ph.D., C.H.E.
Director, Parenthood Education
Research Project

Enclosure

Appendix O

Follow-up Information Sheet to
Pre/Posttest TeachersParenthood Education Project
Information Sheet

Name: _____

School: _____

Address: _____

Telephone: _____

Would you be willing to administer a questionnaire?

_____ Yes _____ No

If yes, please indicate the number of 11th and 12th grade
students in your class that will participate in answering
the questionnaire.

Signature: _____

Date: _____

THANK YOU!

Appendix P

Transmittal Letter to
Pre/Posttest Teachers

"D

"F1"

"F2"

"F3"

"F4"

Dear "F5":

Thank you for agreeing to administer a questionnaire this fall for the Parenthood Education Project. This project is sponsored by the Office of Vocational Education, Louisiana State Department of Education. Your participation will help to improve the Parenthood Education Semester Course for students in Louisiana.

One specific class that you teach has been identified as one in which to administer the questionnaire. It is necessary that you administer the questionnaire to those students. It does not matter what classes they have had previously. We want to know what those students think!

We are asking that you administer the Parenthood Education Questionnaire during the first week of classes. PLEASE TAKE A FEW MINUTES TO READ THROUGH THE ATTACHED INSTRUCTIONS AND THE QUESTIONNAIRE. After reading these instructions and studying the questionnaire, if you have questions, please do not hesitate to call us at (318) 357-5587 or (318) 357-5350. Leave your telephone number, and we can return your call if one of us is unavailable at the time you call. IT IS VERY IMPORTANT THAT YOU UNDERSTAND THE INSTRUCTIONS SO THAT THE QUESTIONNAIRE IS PROPERLY ADMINISTERED.

We realize that the project will involve you at a very busy time of year, and we appreciate everything you can do to help make this project a success. For your information, our personnel are as follows:

Dr. Sally Hunt, Project Director
 Dr. Mary Beth Mann, Co-Director
 Dr. Rebecca Raburn Day, Co-Director (Southeastern
 University, Hammond)
 Mrs. Belinda Parker, Research Assistant

Please let us know how we may make your participation in this project easier.

Sincerely,

Sally N. Hunt, Director
 Parenthood Education Project

Enclosures

Appendix Q

Instructions for Administration of
Parenthood Education Questionnaire

PARENTHOOD EDUCATION PROJECT
 Department of Home Economics
 Northwestern State University

Personnel:

Dr. Sally Hunt, Project Director
 Dr. Mary Beth Mann, Project Co-Director
 Belinda Parker, Research Assistant
 Department of Home Economics
 Northwestern State University
 Telephone: (318) 357-5587 or (318) 357-5350

INSTRUCTIONS TO TEACHERS

PLEASE CHECK TO SEE THAT THE FOLLOWING MATERIALS ARE ENCLOSED:

1. Parenthood Education Questionnaire - _____ copies
2. Consent forms - _____ copies in envelope
3. Envelope with return label and metered postage label for returning materials

PLEASE CALL US IMMEDIATELY IF ANY MATERIALS ARE MISSING.

PROCEDURE

1. READ THROUGH ALL INSTRUCTIONS AND THE QUESTIONNAIRE BEFORE YOU ADMINISTER THE QUESTIONNAIRE. IT IS VERY IMPORTANT THAT YOU UNDERSTAND THE INSTRUCTIONS AND PROPERLY ADMINISTER THE QUESTIONNAIRE. After reading the instructions and studying the questionnaire, if you have questions, please do not hesitate to call us. Leave your telephone number and we can return your call if one of us is unavailable.
2. The Parenthood Education Questionnaire is for administration to your _____ class during the last week of school (if at all possible). Please refrain from reading students' responses at any point during or after the administration of the questionnaire to help maintain anonymity.
3. Administering the Questionnaire:
 - a. Before students come to class, put the following examples on the chalkboard:

Appendix Q Continued

Part I Example

1. The _____ connects the fetus to the placenta.
- a. lanugo
 - b. colostrum
 - c. umbilical cord
 - d. episiotomy

Part II Example

- Code:
- a. Extremely well
 - b. Very well
 - c. Not sure
 - d. Not very well
 - e. Not well at all

HOW WELL DO YOU THINK YOU CAN . . .

- _____ 1. . . .plan a nutritious snack for a toddler?

Part III Example

- Code:
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree

- _____ 1. Families in which the father earns the living and the mother keeps house are happier.

b. Consent Form - You should have students complete the consent forms PRIOR to distributing the questionnaires. After the students complete the consent forms, place them in the separate envelope in which they are enclosed so that anonymity of the participants may be maintained.

c. Explanation of Instructions to Students:

--Distribute the questionnaires and explain to the students that they are participating in a project to improve the Parenthood Education Semester Course in Louisiana. Be sure they understand that their responses will be anonymous. The code number in the top right corner of each questionnaire is to insure anonymity. Students are not to record their name anywhere on the questionnaire.

--Have students complete Pages 1 and 2. Direct the students through these items step by step.

Appendix Q Continued

--Have students turn to Part I on page 3. Go over the example on the chalkboard. Make sure they understand to circle the letter of the correct choice. Nos. 1-40 have four choices; Nos. 41-55 have five choices.

--Have students turn to Part II on page 15. Go over the example on the chalkboard. Be sure students understand how to complete this section and answer according to their own opinion. The letter of the selected choice should be written in the space to the left of each item.

--Have students turn to Part III on page 17. Go over the example on the chalkboard. Be sure students understand how to complete this section and answer according to their own opinion. The letter of the selected choice should be written in the space to the left of each item.

--Check to see if students have any questions about the instructions. If not, have them complete the questionnaire.

b. Time to Administer - Please make every effort to have students complete all of the questionnaire during one class period. IF THE MAJORITY OF THE STUDENTS ARE UNABLE TO COMPLETE THE QUESTIONNAIRE DURING ONE CLASS PERIOD, FOLLOW THIS PROCEDURE:

--Have students write the code number of their questionnaire on a separate piece of paper to bring to class the next day.

--Have a reliable student assist in distributing the questionnaires the following day. Match the coded questionnaire to the code the student gives you. Should a student misplace his/her code number, the "unclaimed" questionnaire should be his/hers.

c. After students have completed the questionnaire, please return ALL materials in the box in which they were mailed. Postage and labels are enclosed. If the box was damaged, please return the materials in a similar-size box so the postage will be the same. Check to see that you return the following:

- Consent forms in envelope
- Completed questionnaires
- Any questionnaires not completed

PLEASE RETURN THE MATERIALS BY _____

THANKS VERY MUCH FOR YOUR HELP!!

Appendix R

Follow-up Letter to
Posttest/No Treatment Teachers

^D

^F1^

^F2^

^F3^

^F4^

Dear ^F5^

Last February, you responded to an information sheet for the Parenthood Education Project at Northwestern State University. You indicated that you were not planning to teach the Parenthood Education Semester Course during the fall of 1987. You also indicated you would be willing to administer a questionnaire for the Parenthood Education Research Project.

The questionnaire has been piloted and is ready to administer to classes during the fall. For one part of the project, we need to administer the questionnaire to groups of 11th and 12th grade students NOT taking the Parenthood Education Semester Course. We are asking for your help in having your students serve as one of these groups. This means that you will be contacted again toward the end of the fall semester for further instructions.

We needed to contact you now to determine if you will still be able to participate in this project. We will also need to know how many students you will have in the class you will use that will respond to the questionnaire. Would you please take a few minutes to respond to the attached information sheet and return it in the enclosed envelope.

Thank you for your help.

Sincerely,

Sally N. Hunt, Ph.D., C.H.E.
 Director, Parenthood Education
 Research Project

Appendix S

Follow-up Letter to
Posttest/Treatment Teachers

"D

"F1"

"F2"

"F3"

"F4"

Dear "F5"

Last February, you responded to an information sheet for the Parenthood Education Project at Northwestern State University. You indicated that you were not planning to teach the Parenthood Education Semester Course during the fall of 1987. You also indicated you would be willing to administer a questionnaire for the Parenthood Education Research Project.

The questionnaire has been piloted and is ready to administer to classes during the fall. You have been selected to serve as a school that would administer the questionnaire toward the end of the semester only. Students in your Parenthood Education Semester Course would be serving as a post-test group. This means that you will be contacted toward the end of the fall semester, but would not be administering the questionnaire at the beginning of the semester.

We needed to contact you now to determine if you will still be able to participate in this project sponsored by the State Department of Education. We will also need to know how many students you will have in your Parenthood Education Semester Course. Would you please take a few minutes to respond to the attached information sheet and return it in the enclosed envelope as soon as you have an approximate number of students who will be enrolled in your Parenthood Education class this fall.

Thank you for your help.

Sincerely,

Sally N. Hunt, Ph.D., C.H.E.
Director, Parenthood Education
Research Project

Appendix T
Coding of Data

<u>Column</u>	<u>Item</u>	<u>Numerical Codes</u>
1-3	Code number	I.D. number
4	Size of School	A=1, AA=2, AAA=3 AAAA=4
5	Geographic Region	NE=1, SE=2, NW=3, SW=4
6-7	Age of Student	Code Actual number
8	Sex of Student	Male=1, Female=2
9	Grade Level of Student	12th=1, 11th=2, 10th=3
10	Student Classification as Only Child	Yes=1, No=2
11	Number of Children in Student's Family	2=1, 3-4=2, 5-6 or more=3
12	Person(s) With Whom Student Resides	Mother=1, Father=2, Father=2, Mother and Father=3, Other=4
13	Socioeconomic Classification of Student's Father	Code actual number
14	Socioeconomic Classification of Student's Mother	Code actual number
15	Religion of Student	None=1, Catholic=2 Protestant=3, Jewish=4, Other=5
16	Race of Student	Black=1, White=2, Spanish=3, Oriental=4, Other=5

Appendix T Continued

<u>Column</u>	<u>Item</u>	<u>Numerical Code</u>
17	Marital Status of Student	Single=1, Married=2, Separated=3, Previously Married=4
18	Student's Classification as Parent	Yes=1, No=2
19	Offspring Resides With Student	Yes=1, No=2
20	Previous Experience With Children	Yes=1, No=2
21-22	Student's Knowledge Score	Code actual number
23-24	Student's Discipline Score	Code actual number
25-27	Student's Attitude Score	Code actual number
28	Student's Score on Part I	Code actual number
83	Student's Score on Part II	Code actual number
111	Student's Score on Part III	Code actual number